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ABSTRACT

This report on the Schools and Staffing Survey (SASS) of 1990-91 presents data on public and private schools, school administrators, and teachers. Data reported for schools include programs or services offered, schools with students receiving Chapter 1 services, graduation rates, and college application rates. The SASS was first conducted in 1987-88 and repeated in 1990-91. It is planned for 3-year intervals in the future. The approximately 80,000 public schools and nearly 25,000 private schools account for approximately 76 percent and 24 percent, respectively, of the almost 105,000 schools in the United States. Of the nation's 44.8 million children in kindergarten through 12th grade, about 89.6 percent were enrolled in public schools. Among the highlights from the survey are the following: (1) some 8.5 percent of public school teachers and 14.5 percent of private school teachers were newly hired in 1990-91; (2) almost 5.4 million public school students and about 200,000 private school students received publicly funded Chapter 1 services in 1990-91; (3) the percent of public high school graduates who applied to college averaged 53 percent compared to 76 percent private school rates; (4) a Master's degree is the highest degree held by 60.5 percent of public school principals and 47.4 percent of private school principals; (5) about one-quarter of public school teachers and 11 percent of private school teachers had over 20 years of full-time teaching experience in school year 1990-91; and (6) the average base salary of public school teachers was $31,296 and $19,783 for private school teachers. Study data are presented in 38 tables, and there are 26 tables of supplemental data in Appendix A. (SLD)

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Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990–91

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Schools and Staffing Survey

Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990–91

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May 1993

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Highlights

- The 80,000 public schools and nearly 25,000 private schools account for approximately 76 percent and 24 percent, respectively, of the almost 105,000 schools in the United States in school year 1990-91 (tables 1 and 2). Of the nation's 44.8 million children in kindergarten through 12th grade in school year 1990-91, about 40.1 million or 89.6 percent were enrolled in public schools and about 4.7 million, or 10.4 percent, were enrolled in private schools.

- Some 8.5 percent of public school teachers and 14.5 percent of private school teachers were newly hired in school year 1990-91 (tables 3 and 4). Among public schools, the percent of newly hired teachers ranged from 3.5 percent in Massachusetts to 17.3 percent in Alaska (table 3). The percent of newly hired teachers in private schools ranged from 11.0 percent in Catholic private order to 18.6 percent in Conservative Christian schools (table 4).

- Almost 5.4 million public school students and about 200,000 private school students received publicly funded Chapter 1 services in school year 1990-91 (tables 11 and 12). California alone accounts for approximately 1 million Chapter 1 students in public schools.

- The percent of 1990 public high school graduates who applied to college averaged 53 percent and ranged from 32 percent in Alaska to 70 percent in Nebraska and South Dakota in school year 1990-91 (table 13). Private school college application rates averaged 76 percent (table 14).

- A Master's degree is the highest degree held by 60.5 percent of public school principals and 47.4 percent of private school principals in school year 1990-91. An Education Specialist degree is the highest degree held by 28.2 percent of public school principals and 11.5 percent of private school principals in school year 1990-91. About 9.5 percent of public school principals and 6.8 percent of private school principals held a doctorate or first professional degree in 1990-91 (tables 15 and 16).

- About one-quarter of public school teachers and about 11 percent of private school teachers had over 20 years of full-time teaching experience in school year 1990-91 (tables 23 and 24). Among public school teachers, the percent with over 20 years of experience ranged from 14.5 percent in Alaska to about 38 percent in the District of Columbia and Michigan (table 23). The percent of public school teachers with over 20 years of experience was less than 20 percent in 14 states, between 20 and 30 percent in 27 states, and over 30 percent in 10 states and the District of Columbia. The percent of private school teachers with over 20 years of experience ranged from 1.3 percent in Conservative Christian schools to 23.1 percent in Catholic private order schools (table 24).

- The average base salary of public school teachers in 1990-91 was $31,296, and ranged from $20,354 in South Dakota to $43,326 in Connecticut (table 25). The average base salary of public school teachers was less than $25,000 in 11 states, between $25,000 and $35,000 in 31 states, and over $35,000 in 9 states and the District of Columbia. The base salary of private school teachers averaged $19,783, and ranged from $14,704 in Conservative Christian schools to $25,256 in Catholic private order schools (table 26).

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Introduction

This report on the Schools and Staffing Survey (SASS) presents data on public and private schools, school administrators and teachers. Data reported for schools include particular programs or services offered, number of schools with students receiving Chapter 1 services or free or reduced-price lunch, and graduation and college application rates. Data reported for school administrators include educational level, experience and salary. Similar data are reported for school teachers, along with data on number and percentage of continuing and newly hired full-time equivalent teachers.

Tables present data either by state or by private school typology. The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics. Each of the three primary divisions (Catholic, Other Religious and Nonsectarian) are subdivided into three additional groups: Catholic into Parochial, Diocesan, and Private Order; Other Religious into Conservative Christian, Affiliated with a national denomination or other religious school association, and Unaffiliated; and Nonsectarian into Regular program, Special emphasis, and Special Education.

The data were collected using questionnaires comprising the 1990-91 Schools and Staffing Survey (SASS), a survey developed by the U.S. Department of Education's National Center for Education Statistics (NCES), and conducted by the U.S. Bureau of the Census.

SASS is an integrated survey of public and private schools, school districts, principals, and teachers. It was conducted first during the 1987-88 school year, again in 1990-91, and will be conducted at three-year intervals thereafter. SASS is a mail survey that collects public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of SASS are as follows:

1. Teacher Demand and Shortage Questionnaire for Public School Districts (LEA's).
2. The Public School Administrator Questionnaire.
3. The Private School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teacher Questionnaire.
7. The Private School Teacher Questionnaire.

The survey methodology is discussed in the Technical Notes section, which follows presentation of the tables.

Care must be taken estimating change from 1987-88 to 1990-91 in a SASS data element, such as the number of public schools, because some of the measured change may be attributable to a change in the sampling frame, to a questionnaire item wording, or other changes detailed in the **Cautions Concerning Change Estimates** section beginning on page 57.

Table 1.--Number of public school districts, schools, principals, teachers, and students, by state: 1990-91

State	Districts	Schools	Principals	Teachers	Students
50 States and D.C.	15,512	79,885	78,890	2,559,488	40,103,699
Alabama	147	1,243	1,225	41,913	688,980
Alaska	56	425	414	6,968	109,112
Arizona	239	992	990	32,166	590,529
Arkansas	322	1,074	1,074	28,340	415,981
California	1,109	7,193	7,165	214,416	4,798,136
Colorado	192	1,304	1,290	36,558	575,845
Connecticut	169	933	919	36,401	453,812
Delaware	19	161	159	6,032	96,375
District of Columbia	1	170	167	6,214	78,415
Florida	68	2,269	2,245	107,641	1,766,890
Georgia	186	1,650	1,650	68,637	1,102,779
Hawaii	1	231	231	10,608	176,148
Idaho	112	545	526	12,129	215,692
Illinois	1,032	3,949	3,935	124,564	1,804,706
Indiana	316	1,856	1,842	58,506	894,518
Iowa	433	1,530	1,520	37,075	479,023
Kansas	304	1,442	1,442	34,430	453,170
Kentucky	229	1,323	1,274	39,558	617,625
Louisiana	74	1,449	1,445	46,627	738,300
Maine	234	738	731	17,206	218,614
Maryland	24	1,128	1,129	40,917	675,491
Massachusetts	347	1,775	1,733	63,658	810,755
Michigan	478	3,110	3,004	83,627	1,418,907
Minnesota	424	1,434	1,402	48,154	719,561
Mississippi	155	913	905	29,368	506,697
Missouri	544	2,063	2,059	56,974	818,239
Montana	524	739	677	11,346	157,530
Nebraska	811	1,455	1,113	20,384	260,030
Nevada	17	313	313	10,676	198,751
New Hampshire	157	417	417	11,546	147,023
New Jersey	581	2,224	2,208	93,698	1,112,672
New Mexico	88	626	626	16,028	292,482
New York	754	3,689	3,689	175,787	2,364,989
North Carolina	139	1,917	1,917	70,707	1,069,603
North Dakota	266	647	612	8,920	116,778
Ohio	675	3,623	3,623	109,418	1,716,955
Oklahoma	557	1,730	1,730	39,677	574,546
Oregon	333	1,164	1,160	27,867	459,106
Pennsylvania	583	3,205	3,200	115,428	1,722,046
Rhode Island	36	294	294	11,453	148,027
South Carolina	95	1,085	1,070	40,823	649,828
South Dakota	189	732	728	11,335	148,790
Tennessee	138	1,485	1,460	45,913	789,393
Texas	1,058	5,651	5,647	216,404	3,323,523
Utah	39	718	690	19,319	438,874
Vermont	240	331	313	7,576	90,632
Virginia	148	1,737	1,734	64,437	943,179
Washington	296	1,772	1,765	47,656	897,997
West Virginia	55	1,007	1,007	23,689	336,584
Wisconsin	430	1,848	1,844	60,613	796,130
Wyoming	66	376	376	7,896	101,710

NOTE: Numbers in the column labeled "Districts" for Delaware, the District of Columbia, Hawaii, Nevada, and West Virginia are universe figures because all school districts in these jurisdictions were included in the sample. Estimates of the number of districts for all other states except Maryland are based on samples of at least 30 districts. The number of sample districts for Maryland is 20. Details may not add to totals due to rounding. The number of teachers in this table is in headcounts and so differs from the FTE counts in table 3.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire, Administrator Questionnaire, School Questionnaire, and Teacher Questionnaire).

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Table 2.--Number of private schools, principals, teachers, and students, by private school typology: 1990-91

Private school type	Schools	Principals	Teachers	Students
All private schools	24,690	23,881	356,286	4,673,878
Catholic	8,731	8,698	149,314	2,555,932
Parochial	5,437	5,469	76,158	1,363,832
Diocesan	2,400	2,375	46,562	833,311
Private order	894	854	26,594	358,789
Other religious	11,476	10,841	127,636	1,468,533
Conservative Christian	4,045	4,054	44,360	546,928
Affiliated	4,262	4,084	56,014	631,919
Unaffiliated	3,169	2,703	27,262	289,686
Non-sectarian	4,483	4,341	79,337	649,414
Regular	1,950	1,966	51,231	431,748
Special emphasis	1,700	1,599	18,040	157,972
Special education	833	776	10,065	59,694

NOTE: Details may not add to totals because of rounding. The number of teachers in this table is in head counts and so differs from the FTE counts in table 4.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire, School Questionnaire, and Teacher Questionnaire).

Table 3.--Number and percentage of continuing and newly hired public school full-time equivalent (FTE) teachers, by state: 1990-91

State	All FTE teachers		Continuing FTE teachers		Newly hired FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
50 States and D.C.	2,346,983	100.0	2,148,063	91.5	198,921	8.5
Alabama	38,864	100.0	35,442	91.2	3,422	8.8
Alaska	6,422	100.0	5,311	82.7	1,111	17.3
Arizona	32,220	100.0	29,243	90.8	2,976	9.2
Arkansas	26,565	100.0	24,032	90.5	2,533	9.5
California	208,376	100.0	186,382	89.4	21,994	10.6
Colorado	31,967	100.0	28,897	90.4	3,070	9.6
Connecticut	33,034	100.0	31,506	95.4	1,528	4.6
Delaware	5,989	100.0	5,653	94.4	336	5.6
District of Columbia	5,675	100.0	5,434	95.8	241	4.2
Florida	106,980	100.0	97,640	91.3	9,340	8.7
Georgia	66,918	100.0	58,869	88.0	8,049	12.0
Hawaii	8,443	100.0	7,754	91.8	689	8.2
Idaho	10,704	100.0	9,285	86.8	1,418	13.2
Illinois	112,122	100.0	102,909	91.8	9,213	8.2
Indiana	54,059	100.0	50,635	93.7	3,424	6.3
Iowa	32,516	100.0	30,344	93.3	2,173	6.7
Kansas	28,919	100.0	26,333	91.1	2,586	8.9
Kentucky	38,692	100.0	36,022	93.1	2,670	6.9
Louisiana	44,031	100.0	39,618	90.0	4,414	10.0
Maine	15,616	100.0	14,373	92.0	1,243	8.0
Maryland	37,691	100.0	35,183	93.3	2,508	6.7
Massachusetts	59,078	100.0	57,033	96.5	2,045	3.5
Michigan	71,052	100.0	67,569	95.1	3,483	4.9
Minnesota	41,483	100.0	38,816	93.6	2,647	6.4
Mississippi	27,397	100.0	25,072	91.5	2,324	8.5
Missouri	52,843	100.0	48,088	91.0	4,754	9.0
Montana	10,913	100.0	9,510	87.1	1,403	12.9
Nebraska	19,404	100.0	17,723	91.3	1,681	8.7
Nevada	10,427	100.0	8,864	85.0	1,562	15.0
New Hampshire	10,853	100.0	10,002	92.2	851	7.8
New Jersey	75,630	100.0	71,014	93.9	4,617	6.1
New Mexico	15,376	100.0	13,377	87.0	1,998	13.0
New York	165,622	100.0	157,160	94.9	8,462	5.1
North Carolina	65,620	100.0	59,738	91.0	5,882	9.0
North Dakota	8,106	100.0	7,457	92.0	649	8.0
Ohio	101,029	100.0	95,088	94.1	5,941	5.9
Oklahoma	35,782	100.0	31,158	87.1	4,624	12.9
Oregon	25,478	100.0	23,052	90.5	2,426	9.5
Pennsylvania	107,932	100.0	103,529	95.9	4,403	4.1
Rhode Island	9,427	100.0	8,419	89.3	1,008	10.7
South Carolina	35,579	100.0	32,189	90.5	3,390	9.5
South Dakota	9,056	100.0	8,047	88.9	1,009	11.1
Tennessee	43,374	100.0	40,893	94.3	2,481	5.7
Texas	190,585	100.0	163,241	85.7	27,344	14.3
Utah	18,866	100.0	17,046	90.4	1,820	9.6
Vermont	7,350	100.0	6,784	92.3	566	7.7
Virginia	64,268	100.0	58,110	90.4	6,158	9.6
Washington	42,106	100.0	37,528	89.1	4,578	10.9
West Virginia	20,631	100.0	19,716	95.6	915	4.4
Wisconsin	49,327	100.0	44,939	91.1	4,387	8.9
Wyoming	6,603	100.0	6,031	91.3	572	8.7

NOTE: Numbers and percentages for Delaware, the District of Columbia, Hawaii, Nevada, and West Virginia are universe figures because all school districts in these jurisdictions were included in the sample. Estimates for all other states except Maryland are based on samples of at least 30 cases. The number of sample cases for Maryland is 20. Details may not add to totals due to rounding. The number of teachers in this table is in full-time equivalents (FTEs) and so differs from the head count of teachers in table 1.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

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Table 4.--Number and percentage of continuing and newly hired private school full-time equivalent (FTE) teachers, by private school typology: 1990-91

Private school type	All FTE teachers		Continuing FTE teachers		Newly hired FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
All private schools	301,880	100.0	258,096	85.5	43,784	14.5
Catholic	129,606	100.0	111,852	86.3	17,754	13.7
Parochial	64,623	100.0	54,653	84.6	9,970	15.4
Diocesan	41,710	100.0	36,487	87.5	5,222	12.5
Private order	23,273	100.0	20,711	89.0	2,562	11.0
Other Religious	103,723	100.0	87,048	83.9	16,675	16.1
Conservative Christian	37,415	100.0	30,469	81.4	6,946	18.6
Affiliated	42,483	100.0	36,669	86.3	5,813	13.7
Unaffiliated	23,825	100.0	19,909	83.6	3,916	16.4
Non-sectarian	68,551	100.0	59,196	86.4	9,355	13.6
Regular	40,259	100.0	35,157	87.3	5,102	12.7
Special emphasis	18,356	100.0	15,649	85.3	2,707	14.7
Special education	9,936	100.0	8,390	84.4	1,546	15.6

NOTE: Details may not add to totals due to rounding. The number of teachers in this table is in full-time equivalents (FTEs) and so differs from the head count of teachers in table 2.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table 5.--Teacher salary schedules averaged for public school districts, by earned degree and experience, and by state: 1990–91

State	Bachelor's and no experience	Master's and no experience	Master's and 20 years experience	Highest step on salary schedule
50 States and D.C.	$19,913	$21,698	$33,199	$36,065
Alabama	21,491	24,558	28,634	30,956
Alaska	29,808	33,966	49,434	54,337
Arizona	20,777	22,937	33,081	38,359
Arkansas	17,412	18,649	23,360	24,378
California	23,389	25,395	39,903	42,767
Colorado	19,267	21,396	30,364	34,463
Connecticut	25,244	27,156	45,742	50,428
Delaware	21,131	24,219	38,007	44,258
District of Columbia	23,305	25,636	46,654	48,175
Florida	21,271	23,167	34,576	37,912
Georgia	19,446	22,382	31,710	39,374
Hawaii	23,969	25,199	37,443	46,641
Idaho	17,036	19,347	28,293	30,284
Illinois	18,623	20,366	31,882	35,690
Indiana	20,614	21,828	36,921	38,080
Iowa	17,658	19,178	28,277	30,156
Kansas	20,291	21,964	29,096	32,556
Kentucky	20,298	22,783	29,786	33,756
Louisiana	17,527	17,917	26,440	29,946
Maine	18,387	19,950	32,012	33,292
Maryland	23,282	25,079	40,306	44,926
Massachusetts	21,219	22,949	36,525	40,012
Michigan	21,295	23,144	39,113	41,560
Minnesota	20,840	23,256	33,807	35,858
Mississippi	18,386	19,273	27,970	31,541
Missouri	17,385	18,689	24,614	26,368
Montana	16,523	18,340	28,936	30,201
Nebraska	15,537	18,061	25,081	27,086
Nevada	22,227	25,460	37,888	41,799
New Hampshire	20,260	22,213	34,655	36,067
New Jersey	24,593	26,348	42,761	47,807
New Mexico	19,276	21,018	30,253	33,939
New York	23,736	26,158	44,459	50,259
North Carolina	19,961	21,204	32,004	38,080
North Dakota	15,505	17,233	24,519	25,851
Ohio	18,602	20,572	34,857	37,138
Oklahoma	17,697	18,891	25,411	26,603
Oregon	18,409	20,263	29,788	31,690
Pennsylvania	22,822	23,972	38,322	42,045
Rhode Island	20,815	22,374	39,921	41,466
South Carolina	19,524	22,284	32,542	39,711
South Dakota	16,569	17,892	25,862	26,914
Tennessee	19,783	21,524	27,732	31,314
Texas	18,350	18,557	30,088	30,845
Utah	17,217	18,998	29,918	31,813
Vermont	19,221	21,681	34,145	36,706
Virginia	22,130	23,674	33,440	36,554
Washington	19,992	23,948	36,439	41,622
West Virginia	18,380	20,163	28,567	32,409
Wisconsin	20,595	23,010	35,019	37,430
Wyoming	19,667	22,148	31,841	35,148

NOTE: Salary schedules for Delaware, the District of Columbia, Hawaii, Nevada, and West Virginia are universe figures because all school districts in these jurisdictions were included in the sample. Estimates for all other states except Maryland are based on samples of at least 30 cases. The number of cases for Maryland is 20.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Teacher Demand and Shortage Questionnaire).

Table 6.--Teacher salary schedule range and averages for private schools, by earned degree and experience, and by private school typology: 1990-91

Private school type	Bachelor's and no experience	Master's and no experience	Master's and 20 years experience	Highest step on salary schedule	Salary range	
					Lowest	Highest
All private schools	$15,141	$16,511	$23,253	$25,499	$12,618	$19,384
Catholic	14,892	16,142	23,798	25,676	13,969	20,719
Parochial	14,483	15,758	22,953	24,718	12,934	18,817
Diocesan	15,184	16,374	24,262	26,241	--	--
Private order	16,607	17,868	27,738	30,036	--	--
Other religious	14,594	16,017	21,413	23,795	10,170	15,408
Conservative Christian	12,145	13,309	17,936	19,456	9,057	14,422
Affiliated	16,432	17,992	24,178	26,389	12,550	19,222
Unaffiliated	14,656	16,209	21,147	25,386	9,240	13,090
Non-sectarian	17,690	19,343	26,812	29,985	16,330	25,699
Regular	17,064	18,568	25,953	29,069	15,285	26,483
Special emphasis	16,869	18,538	26,135	29,636	16,934	24,685
Special education	20,498	22,450	29,879	32,605	17,447	26,179

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table 7.--Number of public schools and percentage of schools offering a particular program or service, by state: 1990-91

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
50 States and D.C.	79,885	18.8	40.8	80.7	60.3	85.7	74.9	18.5	80.4	20.5
Alabama	1,243	5.9	7.9	74.3	53.9	93.0	63.4	27.8	73.5	20.3
Alaska	425	64.0	48.8	69.3	58.9	86.4	81.7	45.7	89.3	9.5
Arizona	992	37.8	73.1	75.8	50.9	78.4	82.9	13.3	78.0	27.9
Arkansas	1,074	2.9	6.5	84.2	66.0	91.9	97.8	25.5	64.2	6.7
California	7,193	53.0	74.8	71.3	57.8	78.5	72.3	16.0	80.2	32.3
Colorado	1,304	23.5	55.6	70.1	45.3	81.0	77.4	16.6	86.2	15.8
Connecticut	933	16.6	56.2	95.2	78.7	88.0	76.8	12.0	94.6	26.7
Delaware	181	15.6	55.3	93.8	85.3	93.3	85.4	21.8	93.0	24.0
District of Columbia	170	17.5	26.8	89.5	78.9	84.5	90.3	7.1	73.8	57.5
Florida	2,269	32.2	51.0	70.2	60.0	93.7	72.9	16.4	81.5	41.4
Georgia	1,650	8.8	40.0	88.6	87.7	92.4	86.0	19.5	80.1	29.1
Hawaii	231	34.5	88.2	85.4	33.4	90.2	95.6	17.5	86.9	80.2
Idaho	545	19.1	36.8	87.2	83.3	92.3	66.4	20.7	88.8	5.1
Illinois	3,949	16.5	24.7	83.2	54.5	84.0	80.6	21.8	82.1	17.2
Indiana	1,856	9.6	24.9	77.5	52.8	78.8	69.0	19.4	83.3	19.4
Iowa	1,550	2.2	26.0	79.5	49.4	79.4	90.6	16.3	72.6	12.0
Kansas	1,442	8.3	24.4	85.6	45.5	86.1	87.6	13.9	74.4	8.0
Kentucky	1,323	2.5	10.1	87.1	57.1	86.9	72.5	19.5	70.5	37.1
Louisiana	1,449	9.8	20.8	82.1	54.0	89.5	87.4	18.2	79.5	15.4
Maine	738	3.2	32.0	79.6	65.0	95.9	87.1	18.2	85.3	10.8
Maryland	1,128	9.1	44.0	84.6	55.7	78.7	81.2	14.5	79.6	32.1
Massachusetts	1,775	24.0	49.0	87.0	57.8	72.6	33.0	6.3	87.8	16.3
Michigan	3,110	22.0	26.2	81.0	58.8	86.6	85.8	17.1	84.0	26.8
Minnesota	1,434	9.4	46.5	80.5	71.9	90.6	71.8	22.4	82.7	21.6
Mississippi	913	9.2	12.7	72.8	64.3	89.1	87.5	32.8	82.2	14.5
Missouri	2,083	3.9	19.6	71.9	44.3	89.4	52.1	24.5	78.8	14.1
Montana	739	8.4	8.4	77.7	63.0	77.9	35.0	17.9	76.4	2.5
Nebraska	1,455	3.7	12.1	73.2	62.5	73.2	46.2	15.7	81.4	5.4
Nevada	313	14.9	51.6	72.3	40.6	88.3	81.7	16.1	79.0	30.7
New Hampshire	417	9.3	61.9	81.0	48.2	95.0	42.7	19.4	91.0	18.3
New Jersey	2,224	22.9	67.7	94.1	92.6	84.5	80.9	13.7	86.4	24.6
New Mexico	626	49.4	56.3	78.1	51.4	84.4	75.0	15.2	88.1	17.2
New York	3,889	22.0	61.6	97.1	90.6	90.8	76.2	17.6	90.2	26.3
North Carolina	1,917	10.2	19.1	79.1	49.5	95.4	90.1	16.4	73.4	41.7
North Dakota	647	2.5	9.9	86.7	49.3	75.3	20.9	29.5	83.2	2.5
Ohio	3,823	7.6	23.8	86.9	30.6	93.2	85.4	17.3	78.4	14.9
Oklahoma	1,730	11.1	14.2	72.0	37.0	80.3	87.8	22.5	66.9	10.1
Oregon	1,184	17.2	54.0	86.2	70.7	87.8	88.4	18.8	90.5	20.3
Pennsylvania	3,205	8.7	38.0	91.4	74.2	79.0	91.5	18.5	72.7	19.4
Rhode Island	294	18.0	73.6	87.0	44.6	87.1	59.1	13.3	92.8	7.5
South Carolina	1,065	10.3	22.3	95.2	94.8	95.1	85.9	24.0	70.7	13.1
South Dakota	732	4.1	12.5	75.1	74.3	80.5	85.2	13.9	72.8	2.4
Tennessee	1,485	6.4	18.6	72.5	67.3	94.2	82.1	21.1	77.5	25.4
Texas	5,651	33.7	76.8	80.5	53.3	88.1	90.9	20.3	86.3	14.8
Utah	718	20.9	27.3	83.8	73.1	84.8	55.1	21.4	84.2	10.3
Vermont	331	2.7	23.0	90.7	67.9	91.0	41.8	11.0	83.0	10.1
Virginia	1,737	7.0	40.2	87.5	66.6	91.2	94.4	20.0	74.3	18.0
Washington	1,772	27.5	59.8	91.8	80.3	85.7	85.7	20.1	79.7	19.2
West Virginia	1,007	3.4	11.8	73.4	57.0	79.9	83.5	17.1	72.7	9.0
Wisconsin	1,848	6.8	31.1	79.5	44.4	88.8	80.1	17.8	82.0	12.2
Wyoming	376	10.0	20.1	75.2	45.2	84.3	49.1	15.8	81.2	7.9

NOTE: Details may not add to totals due to rounding.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table 8. – – Number of private schools and percentage of schools offering a particular program or service, by private school typology: 1990 – 91

Private school type	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
All private schools	24,690	5.3	13.2	55.6	42.4	17.4	29.5	7.3	42.8	38.9
Catholic	8,731	2.2	12.1	71.1	50.7	15.9	33.0	2.8	54.7	38.3
Parochial	5,437	1.6	13.2	74.6	51.2	14.7	32.5	1.2	58.0	42.8
Diocesan	2,400	2.3	7.9	74.0	57.7	18.8	32.4	6.4	59.4	32.6
Private order	894	5.1	16.2	42.1	28.8	14.9	37.3	3.2	22.3	26.5
Other religious	11,476	7.0	13.7	47.0	37.2	12.2	26.1	10.0	32.7	32.5
Conservative Christian	4,045	5.5	10.8	53.2	41.3	11.6	27.8	21.7	39.5	35.0
Affiliated	4,262	6.1	12.5	48.2	38.3	12.4	27.4	3.8	36.5	38.2
Unaffiliated	3,169	10.3	19.0	37.4	30.4	12.8	22.2	3.4	19.0	21.6
Non – sectarian	4,483	7.0	14.0	47.7	39.7	33.4	31.2	9.1	45.2	56.4
Regular	1,950	6.4	14.6	34.6	24.0	12.1	35.4	6.6	29.4	63.1
Special emphasis	1,700	5.9	14.7	48.6	41.4	25.4	35.6	2.8	41.8	60.4
Special education	833	10.4	11.1	76.8	73.2	99.7	16.7	27.8	89.0	32.7

NOTE: Details may not add to totals due to rounding.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990 – 91 (School Questionnaire).

Table 9. --Number of public school students and percentage of students participating in a particular program or service, by state: 1990-91

State	Total enrollment	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
50 States and D.C.	40,103,699	2.8	3.4	10.8	7.1	7.1	6.8	5.8	8.8	2.2
Alabama	668,960	#	#	13.0	7.4	8.3	3.9	5.7	7.5	1.3
Alaska	109,112	11.3	5.2	8.1	4.9	7.4	4.8	7.3	11.7	1.3
Arizona	590,529	2.5	7.9	10.1	5.3	6.3	7.8	5.0	6.0	2.3
Arkansas	415,981	#	#	13.0	8.2	7.0	11.4	5.6	5.9	0.7
California	4,798,136	10.2	12.6	12.6	10.5	4.7	6.5	6.9	11.6	3.7
Colorado	575,645	2.2	1.6	6.9	3.4	5.6	9.6	3.3	7.4	1.5
Connecticut	453,812	2.1	2.7	9.3	5.7	6.7	4.9	4.6	7.5	3.7
Delaware	96,375	#	0.6	12.0	7.8	9.7	7.0	5.8	10.4	1.7
District of Columbia	78,415	5.2	5.1	16.3	13.4	6.6	10.1	3.3	7.9	8.4
Florida	1,766,890	2.6	5.1	9.1	7.0	9.8	4.4	5.4	12.2	4.2
Georgia	1,102,779	#	0.6	10.1	8.5	6.6	4.8	6.0	8.3	1.7
Hawaii	176,148	2.0	4.8	8.1	3.5	5.6	6.7	7.0	5.7	12.9
Idaho	215,692	0.5	1.1	7.9	5.7	4.9	3.4	5.8	10.1	#
Illinois	1,804,706	3.2	1.8	11.1	7.3	7.3	8.3	7.4	9.2	2.9
Indiana	894,518	0.6	#	8.7	4.5	6.3	6.5	4.2	6.5	0.9
Iowa	479,025	#	2.1	8.2	4.4	6.9	6.7	3.5	8.1	0.6
Kansas	453,170	0.9	0.8	6.1	3.0	5.2	4.4	2.0	8.5	1.0
Kentucky	617,625	#	1.6	12.6	6.8	7.0	7.2	5.2	6.5	3.9
Louisiana	736,300	1.2	0.6	9.7	7.3	6.0	2.5	4.3	11.2	2.3
Maine	216,614	#	0.6	8.1	5.3	9.6	5.0	4.6	7.7	0.9
Maryland	675,491	#	0.9	11.3	8.4	7.6	8.9	3.6	9.2	2.4
Massachusetts	810,755	4.4	2.7	11.7	5.1	8.4	4.3	3.9	12.6	2.0
Michigan	1,418,907	0.9	0.9	10.4	5.9	6.2	8.5	5.0	6.2	2.1
Minnesota	719,581	0.5	2.2	7.7	6.2	6.6	7.8	3.6	7.6	1.7
Mississippi	508,697	#	#	15.1	12.3	7.1	4.7	8.0	5.4	1.0
Missouri	818,239	#	1.2	9.6	4.4	6.6	2.8	3.7	9.3	1.8
Montana	157,550	1.7	1.0	7.0	4.2	5.2	3.3	5.7	7.7	#
Nebraska	260,030	#	#	6.7	4.3	7.9	9.5	5.4	6.6	1.0
Nevada	198,751	0.6	3.2	7.5	4.1	6.2	5.5	7.5	7.6	2.0
New Hampshire	147,023	0.0	#	7.3	3.3	6.7	12.0	5.4	13.2	1.2
New Jersey	1,112,872	3.5	3.9	12.4	11.7	7.9	9.7	3.8	10.6	2.2
New Mexico	292,482	18.6	7.9	12.6	7.2	6.8	3.9	4.2	8.1	2.6
New York	2,384,989	4.5	5.0	13.2	9.3	8.1	8.7	3.2	10.2	3.5
North Carolina	1,069,609	1.5	#	9.9	5.4	8.2	7.8	8.8	6.7	3.2
North Dakota	118,778	0.9	1.2	8.3	4.8	12.1	3.0	6.2	12.0	#
Ohio	1,716,956	0.6	0.9	8.9	2.7	6.7	4.5	6.1	7.6	1.2
Oklahoma	574,548	1.2	1.8	9.7	4.1	7.0	7.3	3.3	6.6	0.9
Oregon	459,106	0.6	2.0	9.4	5.4	7.1	6.2	6.0	7.7	1.4
Pennsylvania	1,722,046	#	0.6	10.1	6.1	6.2	5.9	5.6	7.4	1.0
Rhode Island	148,027	1.5	3.7	8.7	3.8	9.5	5.1	4.9	8.3	#
South Carolina	649,828	#	#	14.8	13.6	9.6	8.0	11.0	8.0	0.9
South Dakota	148,790	#	#	10.0	6.3	6.7	6.8	4.5	6.3	#
Tennessee	789,393	#	#	11.0	9.2	8.0	3.9	9.2	10.9	1.6
Texas	3,323,523	3.5	3.8	12.1	7.2	7.6	9.0	6.0	8.0	1.4
Utah	436,874	0.5	0.9	8.7	7.4	5.1	12.3	8.3	7.1	1.3
Vermont	90,632	#	#	8.6	3.6	9.0	9.2	1.5	8.6	1.1
Virginia	943,179	--	1.2	11.2	6.8	8.6	7.5	9.4	7.2	1.8
Washington	897,997	1.5	1.7	9.2	5.7	5.4	5.6	7.4	8.2	1.1
West Virginia	336,584	#	#	11.4	6.9	9.0	3.1	6.9	9.3	1.6
Wisconsin	796,130	0.9	1.1	10.4	3.8	7.6	11.6	6.0	10.1	1.0
Wyoming	101,710	2.1	#	9.1	3.3	8.2	9.9	3.9	9.2	#

-- Too few sample cases for a reliable estimate.
#Estimate is less than 0.5 percent.
NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire)

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Table 10. – –Number of private school students and percentage of students participating in a particular program or service, by private school typology: 1990–91

Private school type	Total enrollment	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	After school programs
All private schools	4,673,878	1.5	1.4	6.2	4.4	2.1	6.6	0.7	4.6	8.4
Catholic	2,555,932	#	0.8	6.0	3.9	0.7	4.6	#	2.7	5.2
Parochial	1,363,832	#	1.0	7.0	4.4	0.7	3.1	#	3.1	6.5
Diocesan	833,311	#	#	5.4	4.0	0.9	5.9	0.8	3.0	3.5
Private order	358,789	0.8	1.1	3.5	1.8	0.5	7.3	#	0.9	3.9
Other religious	1,468,533	3.3	1.9	5.1	3.5	1.0	6.0	#	3.9	11.1
Conservative Christian	546,928	0.6	#	5.2	3.4	1.0	3.6	0.5	4.9	11.5
Affiliated	631,919	3.3	1.7	4.2	2.7	0.6	5.9	0.6	3.1	11.6
Unaffiliated	289,686	8.4	5.3	6.7	5.4	2.0	10.6	#	4.0	9.1
Non–sectarian	649,414	2.0	2.8	9.4	8.1	9.9	15.6	2.3	13.2	15.1
Regular	431,748	1.5	1.8	3.4	2.2	1.4	16.2	1.5	5.2	12.2
Special emphasis	157,972	2.6	5.3	10.6	9.7	3.1	19.0	1.8	11.7	23.1
Special education	59,694	3.6	3.2	49.6	46.6	88.9	2.5	9.0	75.5	14.6

#Estimate is less than 0.5 percent.
NOTE: Details may not add to totals because of rounding or missing values in cells with too few sample cases.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (School Questionnaire).

Table 11.--Number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1990-91

State	Chapter 1 services		Free or reduced-price lunch	
	Schools	Students	Schools	Students
50 States and D.C.	53,092	5,393,447	77,313	12,703,441
Alabama	891	126,604	1,231	305,693
Alaska	216	8,860	350	22,900
Arizona	632	66,363	874	203,118
Arkansas	908	72,194	1,067	163,881
California	4,086	1,108,588	6,826	1,685,105
Colorado	661	36,394	1,264	133,597
Connecticut	667	39,067	885	88,622
Delaware	102	10,908	157	22,822
District of Columbia	120	13,676	167	40,390
Florida	1,301	230,215	2,221	685,576
Georgia	1,057	151,345	1,650	391,718
Hawaii	90	13,840	231	49,563
Idaho	407	17,816	526	61,041
Illinois	2,806	177,666	3,864	613,978
Indiana	1,248	100,588	1,843	211,097
Iowa	997	39,221	1,496	114,268
Kansas	824	25,798	1,442	114,723
Kentucky	1,048	110,570	1,316	227,837
Louisiana	922	106,576	1,382	360,467
Maine	590	28,674	732	60,021
Maryland	566	93,480	1,106	179,356
Massachusetts	1,176	83,450	1,769	180,225
Michigan	2,100	166,439	2,995	322,008
Minnesota	986	73,389	1,429	164,839
Mississippi	734	124,386	906	280,784
Missouri	1,291	81,832	1,999	241,197
Montana	544	14,064	649	50,880
Nebraska	911	16,452	1,167	63,645
Nevada	104	7,835	283	35,372
New Hampshire	361	14,772	405	20,535
New Jersey	1,668	177,634	2,123	266,759
New Mexico	466	38,751	614	137,995
New York	3,191	384,767	3,619	849,759
North Carolina	1,237	108,383	1,915	38,320
North Dakota	513	14,446	604	405,090
Ohio	2,456	144,847	3,556	405,099
Oklahoma	1,317	66,888	1,674	242,055
Oregon	787	42,259	1,107	108,591
Pennsylvania	2,412	212,938	3,145	396,656
Rhode Island	175	13,009	294	34,177
South Carolina	559	92,174	1,056	244,577
South Dakota	555	24,035	708	54,253
Tennessee	960	138,605	1,471	259,618
Texas	3,589	446,129	5,608	1,328,759
Utah	386	37,774	697	103,148
Vermont	308	9,759	313	17,234
Virginia	956	76,302	1,707	232,654
Washington	1,116	76,052	1,702	221,950
West Virginia	616	49,723	999	140,398
Wisconsin	1,300	70,013	1,808	172,631
Wyoming	177	7,895	357	25,155

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table 12.--Number of private schools and students receiving publicly funded Chapter 1 services, by private school typology: 1990-91

Private school type	Chapter 1 services	
	Schools	Students
All private schools	6,074	204,424
Catholic	4,587	154,906
Parochial	3,295	110,285
Diocesan	1,114	35,922
Private order	177	8,700
Other religious	1,064	23,725
Conservative Christian	260	6,650
Affiliated	647	12,523
Unaffiliated	157	4,552
Non-sectarian	423	25,793
Regular	99	6,326
Special emphasis	91	6,834
Special education	233	12,633

NOTE: Details may not add to totals due to rounding. Information on free or reduced-price lunch services was not collected from private schools in the 1990-91 Schools and Staffing Survey.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table 13.--Number of public high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by state: 1990-91

State	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of of 1989-90 seniors
50 States and D.C.	18,329	93	53
Alabama	388	92	46
Alaska	247	92	32
Arizona	153	91	49
Arkansas	330	97	48
California	1,571	90	46
Colorado	268	93	58
Connecticut	178	96	55
Delaware	--	--	--
District of Columbia	--	--	--
Florida	503	81	36
Georgia	340	96	47
Hawaii	--	--	--
Idaho	144	92	54
Illinois	890	94	54
Indiana	391	94	50
Iowa	387	97	62
Kansas	353	98	66
Kentucky	294	94	51
Louisiana	428	93	42
Maine	150	97	59
Maryland	210	96	55
Massachusetts	299	95	63
Michigan	695	90	50
Minnesota	467	96	62
Mississippi	325	92	60
Missouri	613	97	50
Montana	174	94	53
Nebraska	318	96	70
Nevada	--	--	--
New Hampshire	87	98	59
New Jersey	386	95	61
New Mexico	122	96	47
New York	872	94	67
North Carolina	357	91	62
North Dakota	253	98	66
Ohio	783	95	50
Oklahoma	415	96	48
Oregon	234	93	55
Pennsylvania	726	95	53
Rhode Island	--	--	--
South Carolina	273	92	45
South Dakota	156	97	70
Tennessee	343	94	46
Texas	1,292	93	55
Utah	172	79	46
Vermont	--	--	--
Virginia	342	95	54
Washington	420	88	50
West Virginia	200	96	45
Wisconsin	439	96	58
Wyoming	92	97	62

-- Too few sample cases for a reliable estimate.
NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

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Table 14.--Number of private high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by private school typology: 1990-91

Private school type	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of of 1989-90 seniors
All private schools	6,955	96	76
Catholic	1,422	99	90
Parochial	277	99	88
Diocesan	560	99	89
Private order	584	99	92
Other religious	4,106	97	69
Conservative Christian	2,286	96	65
Affiliated	1,026	97	78
Unaffiliated	793	97	69
Non-sectarian	1,428	92	79
Regular	798	96	92
Special emphasis	318	96	80
Special education	312	80	52

NOTE: Details may not add to totals because of rounding.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table 15.--Percentage distribution of public school principals, by highest degree earned, and by state: 1990-91

State	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
50 States and D.C.	0.0	0.0	1.8	60.5	28.2	9.5
Alabama	0.0	0.0	0.0	39.7	52.0	8.3
Alaska	0.0	0.0	4.6	70.2	16.7	8.5
Arizona	--	0.0	7.0	61.3	18.3	12.1
Arkansas	--	0.0	0.0	73.8	22.3	3.4
California	0.0	0.0	3.4	66.5	17.4	12.7
Colorado	0.0	0.0	--	56.0	28.4	14.1
Connecticut	0.0	0.0	0.0	11.1	71.8	17.1
Delaware	0.0	0.0	0.0	62.7	10.3	27.0
District of Columbia	0.0	0.0	0.0	68.8	15.1	16.1
Florida	0.0	0.0	0.0	73.1	16.3	10.5
Georgia	0.0	0.0	0.0	18.4	72.3	9.3
Hawaii	0.0	0.0	20.5	39.7	31.7	8.2
Idaho	0.0	0.0	--	61.4	28.8	8.5
Illinois	0.0	0.0	0.0	69.2	20.7	10.0
Indiana	0.0	0.0	0.0	49.7	38.4	11.9
Iowa	0.0	0.0	1.0	74.8	18.6	5.5
Kansas	0.0	0.0	--	74.6	14.8	9.9
Kentucky	--	0.0	0.0	32.8	61.4	5.3
Louisiana	0.0	0.0	0.0	63.5	32.5	4.0
Maine	0.0	0.0	9.9	64.4	20.4	5.4
Maryland	0.0	0.0	0.0	66.7	20.4	12.9
Massachusetts	0.0	0.0	--	57.5	24.4	16.3
Michigan	0.0	0.0	--	58.9	27.6	12.1
Minnesota	0.0	0.0	--	27.6	62.0	9.9
Mississippi	0.0	0.0	0.0	52.4	41.5	6.2
Missouri	0.0	0.0	--	46.8	39.0	12.7
Montana	0.0	0.0	5.0	83.3	6.7	4.9
Nebraska	0.0	0.0	4.8	52.3	36.2	6.8
Nevada	0.0	0.0	0.0	73.4	13.7	12.9
New Hampshire	0.0	0.0	6.3	54.2	29.6	10.0
New Jersey	0.0	0.0	0.0	68.5	21.9	9.6
New Mexico	0.0	0.0	--	65.7	27.4	5.6
New York	0.0	0.0	1.4	37.2	48.9	12.5
North Carolina	0.0	0.0	2.0	42.8	48.8	6.5
North Dakota	0.0	0.0	40.8	50.6	5.6	3.0
Ohio	0.0	0.0	0.0	80.0	13.0	7.0
Oklahoma	0.0	0.0	4.5	61.6	28.8	5.0
Oregon	0.0	0.0	4.7	58.5	28.8	8.0
Pennsylvania	0.0	0.0	--	62.4	21.9	14.3
Rhode Island	0.0	0.0	0.0	61.4	23.4	15.3
South Carolina	0.0	0.0	0.0	50.8	40.9	8.3
South Dakota	0.0	0.0	0.0	84.0	13.5	2.5
Tennessee	0.0	0.0	--	61.9	29.8	6.2
Texas	0.0	0.0	1.1	73.6	20.2	5.1
Utah	0.0	0.0	5.1	42.0	39.0	14.0
Vermont	0.0	0.0	16.3	59.0	19.5	5.2
Virginia	0.0	0.0	0.0	71.5	16.3	12.2
Washington	0.0	0.0	0.0	74.2	16.7	9.1
West Virginia	0.0	0.0	--	73.6	21.5	4.9
Wisconsin	0.0	0.0	0.0	67.0	27.6	5.5
Wyoming	0.0	0.0	0.0	71.4	25.3	3.3

--Too few sample cases for a reliable estimate.
NOTE: Details may not add to 100 percent due to rounding or missing values in cells with too few cases.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table 16.--Percentage distribution of private school principals, by highest degree earned, and by private school typology: 1990-91

Private school type	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
All private principals	6.5	0.8	26.9	47.4	11.5	6.8
Catholic	0.0	0.0	15.8	63.6	16.5	4.1
Parochial	0.0	0.0	17.6	65.9	13.5	3.0
Diocesan	0.0	0.0	15.0	59.2	20.4	5.3
Private order	0.0	0.0	6.5	61.7	24.5	7.2
Other religious	12.5	1.3	37.2	36.1	6.5	6.5
Conservative Christian	10.7	2.1	44.6	29.6	6.4	6.6
Affiliated	0.6	1.1	32.7	51.0	8.0	6.5
Unaffiliated	33.7	--	33.5	22.0	4.2	6.2
Non-sectarian	5.2	1.0	28.3	41.7	11.6	12.3
Regular	5.0	--	28.4	42.0	8.1	14.7
Special emphasis	8.2	--	38.7	32.2	14.0	6.4
Special education	0.0	0.0	9.0	58.5	14.8	17.7

--Too few sample cases for a reliable estimate.
NOTE: Details may not add to 100 percent due to rounding or missing values in cells with too few cases.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table 17. – – Percentage of public school principals with experience in teaching, administrative, or outside positions before becoming principals, by job, and by state: 1990–91

State	As a principal	Other elementary/ secondary administration	Teaching	Other elementary/ secondary experience	Outside elementary/ secondary education
50 States and D.C.	95.5	49.8	98.7	16.7	15.5
Alabama	97.3	44.7	99.2	10.6	12.9
Alaska	92.3	48.5	99.6	14.9	30.4
Arizona	97.0	60.2	96.8	17.3	22.2
Arkansas	92.1	39.7	97.1	8.9	14.4
California	95.3	66.7	99.8	27.0	18.0
Colorado	96.7	54.1	100.0	20.3	14.7
Connecticut	96.5	58.9	99.5	16.4	11.8
Delaware	100.0	69.4	100.0	25.0	15.8
District of Columbia	100.0	59.2	100.0	21.5	24.9
Florida	96.3	58.3	98.2	25.5	15.1
Georgia	98.1	57.5	97.3	10.1	17.8
Hawaii	93.7	78.5	100.0	29.7	17.4
Idaho	96.4	38.0	98.0	15.8	20.0
Illinois	93.2	50.2	99.1	19.1	10.4
Indiana	96.4	37.3	100.0	12.3	17.7
Iowa	95.0	39.4	98.4	19.3	10.0
Kansas	93.6	33.6	100.0	7.7	9.7
Kentucky	93.3	39.4	98.8	19.8	10.5
Louisiana	95.2	42.4	98.5	19.5	14.5
Maine	91.7	47.2	100.0	5.5	28.2
Maryland	96.9	47.8	99.4	18.4	13.3
Massachusetts	99.2	51.2	100.0	9.2	20.8
Michigan	96.9	56.0	99.9	13.3	20.6
Minnesota	96.8	39.5	99.4	8.0	12.4
Mississippi	96.2	36.0	99.4	8.0	15.2
Missouri	94.3	36.4	99.0	8.5	14.0
Montana	89.6	41.8	95.4	13.0	16.9
Nebraska	98.0	40.2	99.1	16.1	14.3
Nevada	90.0	64.4	99.0	31.9	17.5
New Hampshire	94.1	50.4	96.9	9.0	15.9
New Jersey	96.2	61.2	97.7	18.8	11.3
New Mexico	98.2	50.2	99.1	20.2	18.0
New York	95.8	61.6	97.6	22.6	18.4
North Carolina	97.4	49.9	98.2	13.6	14.9
North Dakota	94.4	22.0	94.4	12.2	11.9
Ohio	95.3	45.8	98.9	19.0	15.2
Oklahoma	97.0	34.1	96.5	17.4	10.1
Oregon	96.4	55.9	97.4	23.1	17.1
Pennsylvania	93.3	44.9	99.9	7.3	12.0
Rhode Island	88.8	46.4	100.0	16.5	15.6
South Carolina	92.4	56.2	95.7	15.5	14.2
South Dakota	96.4	30.0	96.7	10.3	21.1
Tennessee	99.0	39.9	96.5	12.4	11.1
Texas	95.9	55.2	98.4	19.0	15.8
Utah	96.2	48.1	97.7	18.8	22.7
Vermont	100.0	45.2	100.0	14.0	18.8
Virginia	93.4	52.0	99.8	16.0	14.5
Washington	95.8	48.4	99.9	21.8	22.0
West Virginia	97.8	27.1	100.0	6.1	13.9
Wisconsin	93.9	41.5	97.4	11.1	9.4
Wyoming	95.8	40.2	100.0	14.0	20.7

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Administrator Questionnaire).

Table 18.--Percentage of private school principals with experience in teaching, administrative, or outside positions before becoming principals, by job, and by private school typology: 1990–91

Private school type	As a principal	Other elementary/ secondary administration	Teaching	Other elementary/ secondary experience	Outside elementary/ secondary education
All private principals	92.8	35.8	87.0	12.3	30.8
Catholic	93.0	42.0	98.0	9.2	22.5
Parochial	93.9	35.7	97.7	7.8	22.7
Diocesan	90.8	50.2	98.2	9.5	21.2
Private order	93.8	57.7	99.1	16.1	24.8
Other religious	91.3	29.0	77.5	13.0	33.4
Conservative Christian	91.8	28.7	79.8	16.8	43.3
Affiliated	92.9	33.2	82.8	11.5	28.7
Unaffiliated	88.2	22.9	65.9	9.9	26.8
Non–sectarian	94.2	40.8	87.6	15.5	40.1
Regular	93.0	45.4	87.6	15.5	35.9
Special emphasis	94.1	36.6	84.8	13.8	36.9
Special education	97.1	38.2	92.9	18.6	55.1

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Administrator Questionnaire).

Table 19.--Average annual salary of public school principals, by length of work year, and by state: 1990-91

State	Months			
	Total	Ten or fewer	Eleven	Twelve
50 States and D.C.	$49,603	$45,126	$48,377	$52,761
Alabama	42,913	--	--	44,456
Alaska	62,450	61,085	--	--
Arizona	48,306	45,537	49,063	49,440
Arkansas	34,390	--	33,626	34,896
California	59,732	56,583	59,095	61,530
Colorado	48,633	46,630	51,366	50,391
Connecticut	66,685	--	--	67,898
Delaware	58,849	--	--	58,849
District of Columbia	59,679	--	--	59,679
Florida	55,143	--	--	55,559
Georgia	49,080	--	46,574	52,855
Hawaii	46,865	46,803	--	--
Idaho	41,425	39,985	43,445	--
Illinois	50,193	45,034	47,905	54,011
Indiana	48,549	45,079	50,261	53,209
Iowa	43,822	38,925	44,436	48,536
Kansas	44,529	42,479	45,624	--
Kentucky	47,165	--	--	48,687
Louisiana	41,432	40,202	41,777	42,402
Maine	42,968	38,862	44,707	44,750
Maryland	58,024	--	--	58,787
Massachusetts	52,522	--	52,763	54,008
Michigan	54,005	51,089	56,006	56,011
Minnesota	51,548	45,234	53,696	58,124
Mississippi	38,799	--	38,189	40,588
Missouri	43,172	37,002	43,962	49,133
Montana	38,907	35,965	44,552	41,690
Nebraska	38,871	35,389	41,072	41,446
Nevada	56,315	--	55,557	58,206
New Hampshire	46,927	--	--	48,156
New Jersey	64,496	--	--	64,595
New Mexico	39,927	38,765	40,864	--
New York	61,923	61,009	63,154	61,704
North Carolina	47,275	--	--	47,499
North Dakota	32,273	29,134	--	40,889
Ohio	47,645	44,761	47,719	51,824
Oklahoma	36,955	35,683	37,501	37,852
Oregon	46,602	--	47,505	47,663
Pennsylvania	52,803	--	--	52,986
Rhode Island	51,358	--	--	53,880
South Carolina	47,204	--	44,305	48,560
South Dakota	32,864	31,812	34,467	--
Tennessee	41,736	--	41,527	44,485
Texas	44,142	--	42,587	46,625
Utah	42,706	--	43,413	44,869
Vermont	43,302	--	--	46,645
Virginia	52,073	--	--	52,355
Washington	53,435	48,940	53,928	56,280
West Virginia	37,620	--	36,895	43,596
Wisconsin	48,560	47,438	46,953	50,827
Wyoming	45,970	45,292	46,586	--

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table 20.--Average annual salary of private school principals, by length of work year, and by private school typology: 1990-91

Private school type	Months			
	Total	Ten or fewer	Eleven	Twelve
All private principals	$28,384	$20,591	$29,738	$30,410
Catholic	23,176	18,126	25,607	24,030
Parochial	21,981	18,778	24,251	22,418
Diocesan	23,585	--	28,568	24,092
Private order	30,389	--	--	31,172
Other religious	26,719	20,660	33,151	28,113
Conservative Christian	22,703	15,503	--	24,341
Affiliated	29,640	23,728	35,478	30,460
Unaffiliated	27,229	22,081	--	29,786
Non-sectarian	41,973	28,378	48,048	43,536
Regular	46,106	--	--	46,820
Special emphasis	35,633	--	--	37,372
Special education	44,725	--	--	47,193

-- Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table 21.--Percentage distribution of public school teachers, by highest degree earned, and by state: 1990-91

State	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
50 States and D.C.	0.5	0.2	51.9	42.1	4.6	0.8
Alabama	0.7	0.4	38.3	52.2	7.8	0.5
Alaska	0.3	0.0	62.2	33.6	3.7	--
Arizona	0.1	--	54.7	40.4	3.6	1.1
Arkansas	0.3	0.0	65.9	31.9	1.7	--
California	0.2	0.3	59.1	32.8	6.4	1.2
Colorado	0.3	--	45.8	50.4	2.7	0.8
Connecticut	0.8	0.0	16.6	61.9	19.9	0.8
Delaware	--	--	52.9	42.2	3.0	1.1
District of Columbia	0.0	0.0	40.2	51.7	6.5	1.6
Florida	0.8	0.3	60.3	35.8	2.2	0.7
Georgia	0.3	0.6	44.7	47.0	5.8	1.5
Hawaii	2.2	--	55.0	17.2	25.2	--
Idaho	0.3	--	73.6	23.2	2.4	0.5
Illinois	0.1	--	52.4	41.8	4.1	1.6
Indiana	0.4	0.3	17.2	79.0	3.0	0.2
Iowa	--	--	67.3	31.2	1.2	0.0
Kansas	0.0	0.0	56.2	40.2	3.3	0.3
Kentucky	0.4	--	22.4	54.7	22.2	0.3
Louisiana	0.3	0.4	59.0	32.8	6.6	0.8
Maine	1.3	--	69.4	26.8	1.7	0.7
Maryland	0.5	--	40.0	53.2	5.6	0.6
Massachusetts	1.9	0.6	42.6	49.4	4.5	1.0
Michigan	0.0	--	37.7	57.1	4.2	1.0
Minnesota	0.1	--	63.9	32.6	3.1	0.2
Mississippi	0.8	0.4	50.4	43.2	4.5	0.6
Missouri	0.9	0.1	53.0	43.0	2.5	0.4
Montana	0.0	0.0	72.6	25.7	1.5	0.2
Nebraska	--	0.0	65.8	31.9	2.0	0.2
Nevada	0.6	0.0	53.9	41.3	3.6	0.5
New Hampshire	--	--	59.7	38.3	1.0	--
New Jersey	0.6	0.1	58.6	34.4	4.9	1.4
New Mexico	--	0.0	50.0	44.6	4.5	0.7
New York	0.1	0.0	25.9	63.2	9.3	1.5
North Carolina	0.7	0.4	62.1	34.6	1.8	0.3
North Dakota	--	0.2	83.6	15.1	0.7	0.3
Ohio	1.0	0.2	54.5	41.3	2.4	0.6
Oklahoma	0.1	--	55.3	41.5	2.9	0.3
Oregon	0.3	--	55.0	40.1	3.5	0.9
Pennsylvania	0.5	0.2	47.0	48.4	2.9	1.0
Rhode Island	0.0	--	41.6	53.2	3.4	--
South Carolina	0.9	0.4	47.6	45.8	4.7	0.5
South Dakota	--	0.0	78.4	19.8	1.3	0.4
Tennessee	0.8	0.2	48.7	43.8	5.7	0.7
Texas	0.7	0.1	64.9	31.7	2.0	0.6
Utah	0.6	0.2	72.9	22.6	3.2	0.4
Vermont	--	--	59.8	36.2	3.1	--
Virginia	0.8	--	62.7	34.4	1.6	0.4
Washington	0.5	0.3	64.0	32.0	2.4	0.7
West Virginia	0.6	--	48.4	47.0	3.5	0.3
Wisconsin	--	0.0	62.7	34.8	2.2	--
Wyoming	0.5	--	67.2	29.5	1.8	0.8

--Too few sample cases for a reliable estimate.
NOTE: Details may not add to 100 percent due to rounding or missing values in cells with too few cases.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table 22.--Percentage distribution of private school teachers, by highest degree earned, and by private school typology: 1990–91

Private school type	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
All private teachers	5.3	1.1	61.9	27.0	2.9	1.8
Catholic	1.6	0.9	65.1	28.5	2.7	1.1
Parochial	1.2	1.3	74.3	20.6	1.8	0.6
Diocesan	2.8	0.6	64.8	27.6	2.8	1.4
Private order	0.8	--	41.0	51.0	5.0	1.8
Other religious	10.8	1.2	61.1	23.0	2.6	1.3
Conservative Christian	15.8	1.7	62.6	17.3	2.0	--
Affiliated	4.5	1.1	63.2	27.3	2.6	1.3
Unaffiliated	15.7	0.5	54.4	23.3	3.6	2.4
Non-sectarian	2.7	1.0	58.0	30.1	4.6	3.6
Regular	1.5	0.9	58.8	30.8	4.0	4.0
Special emphasis	7.5	1.3	57.1	23.8	6.6	3.6
Special education	0.0	--	56.3	36.9	4.2	1.4

--Too few sample cases for a reliable estimate.
NOTE: Details may not add to 100 percent due to rounding.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Teacher Questionnaire).

Table 23.--Percentage distribution of public school teachers, by years of full-time teaching experience, and by state: 1990-91

State	Years of full-time teaching experience			
	Less than 3	3 to 9	10 to 20	Over 20
50 States and D.C.	9.7	26.0	39.0	25.3
Alabama	9.1	25.8	45.1	20.0
Alaska	15.7	25.9	43.9	14.5
Arizona	11.2	32.7	39.7	16.3
Arkansas	8.8	33.3	42.6	15.2
California	12.9	27.4	34.2	25.5
Colorado	10.7	25.3	40.5	23.5
Connecticut	6.1	20.0	38.6	35.4
Delaware	5.5	22.0	38.8	33.7
District of Columbia	7.0	21.9	32.8	38.2
Florida	14.0	28.8	37.1	20.1
Georgia	9.4	32.5	40.1	18.0
Hawaii	16.5	28.1	24.9	30.5
Idaho	13.9	29.2	36.7	20.2
Illinois	11.7	20.9	38.8	28.7
Indiana	7.4	23.8	40.8	27.9
Iowa	9.9	22.7	41.7	25.6
Kansas	8.6	30.5	38.5	22.4
Kentucky	9.1	24.1	42.9	24.0
Louisiana	10.5	30.6	42.2	16.7
Maine	11.3	26.4	41.5	20.8
Maryland	9.5	24.1	36.1	30.3
Massachusetts	3.4	22.9	40.1	33.5
Michigan	7.[illegible]	19.9	34.6	37.9
Minnesota	7.9	21.7	41.3	29.1
Mississippi	[illegible]	24.7	44.6	24.0
Missouri	9.4	27.2	41.1	22.4
Montana	11.1	28.4	39.3	21.3
Nebraska	11.1	29.4	38.1	21.4
Nevada	13.0	28.4	37.5	21.1
New Hampshire	9.1	32.1	39.4	19.3
New Jersey	5.9	20.4	42.6	31.1
New Mexico	9.6	33.8	40.1	16.5
New York	7.3	27.9	34.6	30.2
North Carolina	11.0	28.2	39.3	21.5
North Dakota	13.2	27.2	38.7	20.9
Ohio	7.0	23.4	40.5	29.2
Oklahoma	11.6	27.7	43.5	17.1
Oregon	11.8	23.7	39.7	24.8
Pennsylvania	7.2	18.5	37.9	36.4
Rhode Island	11.3	18.4	41.7	28.6
South Carolina	10.0	28.0	41.5	20.5
South Dakota	13.3	30.0	38.5	18.1
Tennessee	5.3	23.8	42.2	28.7
Texas	11.9	31.2	40.0	16.9
Utah	13.6	34.0	35.0	17.3
Vermont	11.5	31.2	38.1	19.2
Virginia	7.9	28.6	41.4	22.2
Washington	13.0	26.6	35.8	24.6
West Virginia	7.7	26.5	50.1	15.7
Wisconsin	11.0	21.2	38.2	29.6
Wyoming	10.2	25.4	46.1	18.3

NOTE: Details may not add to 100 percent due to rounding.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table 24.--Percentage distribution of private school teachers, by years of full-time teaching experience, and by private school typology: 1990-91

Private school type	Years of full-time teaching experience			
	Less than 3	3 to 9	10 to 20	Over 20
All private teachers	27.5	36.6	25.0	10.9
Catholic	22.4	34.9	25.6	17.1
Parochial	24.4	36.6	24.1	14.9
Diocesan	23.0	34.2	25.8	17.0
Private order	16.4	31.2	29.2	23.1
Other religious	32.8	36.8	24.5	5.9
Conservative Christian	34.0	42.6	22.2	1.3
Affiliated	33.3	31.2	26.6	8.8
Unaffiliated	30.0	39.1	23.8	7.2
Non-sectarian	27.7	40.6	23.7	8.0
Regular	24.1	38.2	26.9	10.7
Special emphasis	37.0	36.1	22.6	4.3
Special education	28.0	57.8	11.9	2.3

NOTE: Details may not add to 100 percent due to rounding.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table 25.--Average total earned income, base salary, and salary supplements for full-time public school teachers, by state: 1990-91

State	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
50 States and D.C.	$33,578	$31,296	788,215	$1,942	393,214	$1,993
Alabama	27,103	25,768	5,843	1,920	4,541	1,675
Alaska	44,881	42,171	2,582	1,977	427	2,587
Arizona	31,659	29,520	10,165	1,961	5,033	1,771
Arkansas	23,008	21,721	5,448	1,707	2,651	1,146
California	41,011	38,337	67,340	1,863	9,697	2,314
Colorado	33,060	30,732	11,019	2,418	3,446	1,761
Connecticut	45,357	43,326	10,300	1,781	3,996	1,622
Delaware	36,327	34,199	1,699	1,343	859	1,904
District of Columbia	40,613	38,010	1,619	1,313	1,364	2,057
Florida	32,576	29,944	36,969	1,900	32,124	2,459
Georgia	28,896	27,385	12,864	2,214	5,036	1,931
Hawaii	32,642	30,529	1,940	1,543	2,206	1,661
Idaho	26,734	24,336	3,986	1,781	1,077	1,842
Illinois	34,048	31,407	47,393	2,201	9,007	1,727
Indiana	34,278	31,875	22,788	1,735	14,062	2,104
Iowa	28,152	25,145	15,866	2,319	6,876	1,678
Kansas	28,425	26,025	13,199	1,990	3,792	1,621
Kentucky	30,285	27,804	14,142	1,584	3,439	1,748
Louisiana	24,039	22,680	7,850	1,510	4,444	2,106
Maine	29,508	27,033	6,395	1,789	1,840	1,296
Maryland	37,832	36,112	11,480	1,121	6,516	1,786
Massachusetts	36,587	34,410	15,616	2,169	7,112	1,685
Michigan	40,129	37,551	26,991	2,156	8,043	2,815
Minnesota	35,311	32,597	18,596	2,342	7,617	1,766
Mississippi	25,204	23,992	3,926	2,216	2,412	1,587
Missouri	28,543	26,216	18,404	1,721	8,104	1,766
Montana	26,789	24,680	3,895	1,980	1,327	1,888
Nebraska	26,748	23,499	8,073	2,363	2,741	1,774
Nevada	35,299	32,494	3,196	2,544	1,199	2,534
New Hampshire	33,874	31,309	3,122	1,579	1,598	2,172
New Jersey	41,478	38,646	32,174	2,336	16,345	1,894
New Mexico	26,749	25,095	5,538	1,614	2,038	1,542
New York	43,580	40,947	56,757	1,778	35,927	2,059
North Carolina	28,866	26,625	16,419	1,526	11,167	2,082
North Dakota	24,442	22,078	3,207	1,805	881	2,044
Ohio	33,034	30,772	39,013	2,160	10,307	1,776
Oklahoma	24,695	22,952	12,026	2,107	4,918	2,049
Oregon	32,083	29,810	9,030	2,482	2,830	1,449
Pennsylvania	36,702	34,672	38,736	1,548	12,754	1,892
Rhode Island	37,649	36,164	2,253	1,569	--	--
South Carolina	28,756	27,300	7,296	1,650	3,858	1,449
South Dakota	22,660	20,354	3,979	1,888	801	1,481
Tennessee	28,759	26,362	9,236	2,395	6,632	2,259
Texas	27,796	25,665	56,605	1,967	28,772	1,991
Utah	27,529	24,677	6,876	1,652	2,546	1,864
Vermont	31,660	29,751	1,634	1,781	568	1,294
Virginia	31,944	30,072	16,855	1,564	9,956	1,687
Washington	34,240	31,616	23,437	2,238	4,169	2,442
West Virginia	25,496	24,080	6,249	1,241	2,047	1,656
Wisconsin	33,579	31,408	25,173	1,868	12,449	1,791
Wyoming	30,223	27,680	3,013	2,748	965	1,967

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table 26.--Average total earned income, base salary, and salary supplements for full-time private school teachers, by private school typology: 1990-91

Private school type	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
All private teachers	$21,673	$19,783	60,039	$1,712	54,503	$1,864
Catholic	20,823	19,158	23,232	1,637	17,283	1,646
Parochial	18,522	17,091	7,112	1,680	8,221	1,324
Diocesan	20,791	19,063	8,397	1,330	4,795	1,986
Private order	27,300	25,081	7,722	1,932	4,266	1,884
Other religious	19,404	17,592	16,753	1,767	14,944	1,568
Conservative Christian	16,510	14,704	4,913	1,725	7,038	1,562
Affiliated	22,004	20,149	8,950	1,905	4,900	1,638
Unaffiliated	19,361	17,614	2,891	1,411	3,006	1,467
Non-sectarian	26,979	24,501	13,530	1,733	16,884	2,301
Regular	27,741	25,256	9,637	1,479	8,995	2,520
Special emphasis	24,758	22,382	2,873	2,542	3,830	1,833
Special education	26,915	24,326	1,020	1,849	4,059	2,258

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Technical Notes

I. Survey Content

The Schools and Staffing Survey (SASS) consists of four component surveys administered to districts, schools, principals, and teachers. These surveys are the Teacher Demand and Shortage Survey, the School Administrator Survey, the School Survey, and the Teacher Survey.

- The *Teacher Demand and Shortage Survey* questionnaire has two sections, enrollment and teaching positions, and district policies. The first section, on enrollment and teaching positions, obtains information on number of students, number of teachers and librarians, position vacancies, new hires and certification status. The second section, on district policies, obtains information on teacher salaries and benefits, incentives, hiring and retirement policies, and high school graduation requirements. Race/ethnic data on the student population and the teacher work force are also collected. The corresponding sections for private schools are incorporated into the Private School Survey. The data derived from this survey permit an assessment of teacher demand and shortage, the estimation of the number of teachers who hold certification in their field of assignment, and the affect of various policies on teacher supply and demand balances.

- *The School Administrator Survey* obtains information about the age, sex, race/ethnicity, training, experience, salary, benefits, opinions and attitudes of school principals/headmasters. Questions required both objective responses (e.g., number of years of teaching experience) and judgmental responses (e.g., ranking the seriousness of school problems). The data derived from this survey provide insight into qualifications of school administrators, which school problems administrators view as serious, and how administrators perceive their influence on school policies.

- Questionnaires for the *School Survey* were sent to public schools and private schools. The private school version of the questionnaire included items for identifying the religious or other affiliation of the school. This survey obtained information about schools such as student characteristics, staffing patterns, student-teacher ratios, types of programs and services offered, length of school day and school year, graduation and college application rates, and teacher turnover rates. These data provide information about the teaching experience of the staff, the sources of newly hired teachers, and the destinations of teachers who left the school the previous year.

- Questionnaires for the *Teacher Survey* were sent to teachers in public and private schools. The two versions of the questionnaire were virtually identical.

The survey collected data from teachers regarding their education and training, teaching assignment, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions. This information permits analyses of how these factors affect movement into and out of the teaching profession.

Copies of the questionnaires used in the SASS can be obtained by writing to:

Special Surveys and Analysis Branch
National Center for Education Statistics
555 New Jersey Ave., N.W., Rm. 422
Washington, DC 20208-5651

II. Target Population and Estimates for SASS

Target Populations. The target populations for 1990-91 SASS were:

- Local Education Agencies (LEAs) that employ elementary and/or secondary level teachers (for example: public school districts, state agencies that operate schools for special student populations, such as inmates of juvenile correctional facilities, and cooperative agencies that provide special services to more than one school district).

- Public and private schools with students in any of grades 1-12.

- Principals of those schools.

- Teachers in public and private schools who teach students in grades K-12.

Estimates. The SASS was designed to support estimates at both the state and national level for the public sector, and at the national and association level for the private sector. The association groups for private schools were determined by the school's association or affiliation group listed on the 1988-89 Private Schools Survey (the frame). The association groups were determined in the following order:

(1) Military - membership in the Association of American Military Colleges and Schools;
(2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
(3) Friends - affiliation as Friends or membership in the Friends Council on Education;
(4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools association;

(5) Hebrew Day - membership in the National Society for Hebrew Day Schools association;
(6) Solomon Schechter - membership in the Solomon Schechter Day Schools;
(7) other Jewish - other Jewish affiliation;
(8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;
(9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;
(10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
(11) other Lutheran - other Lutheran affiliation;
(12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
(13) Christian Schools International - membership in Christian Schools International;
(14) Association of Christian Schools International - membership in the Association of Christian Schools International;
(15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;
(16) Montessori - membership in the American Montessori Society or other Montessori associations;
(17) National Association of Independent Schools - member of the National Association of Independent Schools;
(18) all else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Comparisons between public and private schools are only possible at the national level, because private schools are selected for sampling by association group and not by geographic location, such as state.

The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual and nonbilingual teachers are possible at the national level.

III. Sample Design and Implementation[1]

A. Sampling Frames

1. Public Schools

The public school sampling frame was based on the 1988-89 school year CCD, which is a file of information collected annually by the NCES from all state education agencies and which is believed to be the most complete public school listing available. The frame includes regular public schools, Department of Defense operated military bases, and nonregular schools such as special education, vocational, and alternative schools. After the deletion of duplicate schools, schools outside of the United States, and schools that only teach prekindergarten, kindergarten or postsecondary students, there were a total of 83,165 schools on the public school frame.

2. Private Schools

The sampling frame for private schools was the 1989-90 Private School Universe Survey.[2] This data collection uses two components to develop estimates of the number of private schools in the United States. A list frame was the primary private school frame and an area frame was used to identify schools not on the list frame and thereby compensate for the undercoverage aspects of the list frame.

List Frame

The list frame used for the 1990-91 SASS private school sample was the same list used for the 1989-90 Private Schools Survey (PSS). It consisted of approximately 22,600 schools from the 1986 QED private school list and about 1,600 schools added in an 1989 update operation.[3]

Area Frame

The area frame consisted of a list of schools that had not been included by QED on their private school listing and had not been reported by a private school association during the list frame updating operation. These schools were located in

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[1]For a detailed description of the Sample Design see Steven Kaufman and Hertz Huang, 1990-91 Schools and Staffing Survey Sample Design and Estimation, U.S. Department of Education, National Center for Education Statistics, (93-449).

[2]United States Department of Education, National Center for Education Statistics, Private School Universe, 1989-90, NCES 93-122.

[3]In the spring of 1989, the Census Bureau compared lists of schools provided by various private school associations to the 1986 QED lists. Nonmatches were added to the PSS frame.

selected PSUs[4] throughout the United States. They were identified and listed during area search operations in which Census field representatives used sources such as the telephone book, yellow pages, local government offices, chambers of commerce and religious institutions to compile a list of all private schools in each selected area. These lists were then compared to the existing SASS private school universe and nonmatches were added to the universe as part of the area frame.

This area search was conducted prior to the 1987-88 SASS and again before the 1990-91 survey. For more details of the area search before 1987-88 SASS, see the NCES Technical Report, "1987-88 Schools and Staffing Survey Sample Design and Estimation" by S. Kaufman, U.S. Department of Education, Office of Educational Research and Improvement, NCES 91-127.

The area search prior to the 1990-91 SASS was completed in November 1989. It included 60 of the 95 PSUs in the 1987-88 SASS area frame and 64 new PSUs which were selected as follows:

Sixteen strata were defined, the same as the 1988 area frame design:

i) census region (4 levels); ii) metro/nonmetro status; (2 levels), and iii) whether the PSU's private school enrollment exceeded the median enrollment of the other PSUs in the census region/metro status strata (2 levels). Within each stratum, PSUs were selected as a systematic sample with probability proportionate to the square root of the 1988 projected PSU population.

A total of 123 PSUs were in sample since one PSU was selected for both sets of samples. Its weight was adjusted to appropriately reflect the duplication.

B. Sample Allocation

1. Public Schools

The first level of stratification was four types of schools: (A) BIA (Bureau of Indian Affairs) schools; (B) Native American schools (schools with 25% or more Native American students); (C) schools in Delaware, Nevada and West Virginia (where it was necessary to implement a different sampling methodology to select at least one school from each LEA in the state - see section 5.2.3); and (D) all other schools (all schools not included in A, B, or C).

The second level of stratification: The type A schools were stratified by Arizona, New Mexico, South Dakota, and all other states. The type B schools were stratified by Arizona, North Dakota, Oklahoma and all other states (except Alaska,

[4]A PSU is a primary sample unit, which is a geographic area consisting of one or more contiguous counties or an independent city.

since most Alaskan schools have high native american enrollment). The type C schools were stratified first by state and then by LEA. The type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada and West Virginia).

Within each second level of stratification there were three grade level strata (elementary, secondary, and combined schools), defined as follows:

Regular Schools:

Elementary	Lowest Grade ≤ 6 and Highest grade ≤ 8
Secondary	Lowest Grade ≥ 7 and Highest grade ≤ 12
Combined	Lowest Grade ≤ 6 and Highest grade > 8

Nonregular schools which include special education, vocational, technical, adult education (if part of in-scope school) or alternative/continuation grades were classified as combined schools. See Table III-1 for the public school sample allocation.

2. Private Schools

For list frame private schools, the frame was partitioned into an initial set of 216 cells. The first level of stratification was school association membership (18):

(1) Military - membership in the Association of American Military Colleges and Schools;
(2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
(3) Friends - affiliation as Friends or membership in the Friends Council on Education;
(4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools association;
(5) Hebrew Day - membership in the National Society for Hebrew Day Schools association;
(6) Solomon Schechter - membership in the Solomon Schechter Day Schools;
(7) other Jewish - other Jewish affiliation;
(8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;
(9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;

(10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
(11) other Lutheran - other Lutheran affiliation;
(12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
(13) Christian Schools International - membership in Christian Schools International;
(14) Association of Christian Schools International - membership in the Association of Christian Schools International;
(15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;
(16) Montessori - membership in the American Montessori Society or other Montessori associations;
(17) National Association of Independent Schools - member of the National Association of Independent Schools;
(18) all else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

The secondary levels of stratification for the list frame were region and school level (elementary, secondary, or combined).

The area frame was stratified by PSU and school level.

See Table III-1 for the private school sample allocation.

Table III-1.--Sample allocation for both public and private schools, and administrators and public LEAs				
	Total	**Elementary**	**Combined**	**Secondary**
Public				
LEAs	5,515			
General Schools (Administrators)	9,336	4,206	1,502	3,628
American Indian Oversample Schools (Administrators)	250	162	8	80
Private				
List Frame Schools (Administrators)	2,670	1,355	890	425
Area Frame Schools (Administrators)	600	300	258	42

C. Sample Selection Procedures

1. Public Schools

Before the sample of public schools was selected, the schools within each stratum were sorted. To facilitate the calculation of LEA weights, it was important to keep all schools within a stratum and LEA together. To accomplish this, the sort variable values were changed to make them the same for every school within a stratum and LEA. They were changed in the following manner:

a) The first three digits of the ZIP Code of all schools within a stratum and LEA was set equal to the ZIP Code of the first school in the stratum and LEA.

b) The urbanicity code of all schools within a stratum and LEA was changed to the urbanicity code most prevalent among all schools within the stratum and LEA. If there was a tie, the lower value was used.

After these fields were changed the schools within a stratum were sorted by the following variables:

State;
LEA urbanicity:
1 = Large Central City

2 = Mid-size Central City
3 = Urban Fringe of Large City
4 = Urban Fringe of Mid-size City
5 = Large Town
6 = Small Town
7 = Rural;
LEA ZIP Code (The first three digits)
LEA ID number;
LEA percent minority:
1 = 0-5%
2 = 6-20%
3 = 21-50%
4 = 51% or more;
Highest grade in school;
School enrollment; and
CCD School ID (for collapsed schools, the CCD ID of the last school was used.)

Within each stratum, public schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

2. Private Schools

Within each stratum for private schools on the list frame, sorting took place on the following variables:

State;
Urbanicity:
0 = unclassified
1 = urban
2 = suburban
3 = rural;
ZIP Code (The first two digits);
Highest grade in the school;
Enrollment;
PIN number (a unique number which identifies the school).

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 1989-90 PSS number of teachers in the school. Any school

with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in sample with certainty.

Eligible schools in the private schools area frame were sorted using the following variables:

Affiliation (Catholic, other religious, and nonsectarian);
Enrollment; and
Alphabetical order of name.

Within each stratum, eligible schools in the area frame were systematically selected using a probability proportionate to size algorithm. The measure of size was the square root of the number of reported teachers from 1989-90 PSS. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in sample with certainty.

3. Local Education Agencies

Once schools were selected, LEAs associated with these schools were in sample as well. Hence, the LEA sample consisted of the set of LEAs that were associated with the SASS public school sample. This provided the linkage between the LEA and the school. This portion of the LEA sample represented the set of LEAs associated with schools. The sample size for LEAs with schools was 5,380.

Some LEAs were not associated with schools. Such LEAs may hire teachers who teach in schools of other LEAs. For SASS to represent such LEAs, a sample of these LEAs was also selected. The frame for this sample consisted of 1,352 LEAs on the 1988-89 CCD file that were not associated with schools. A 1 in 10 sample was taken. The sample was selected using a systematic equal probability algorithm. Sample size for LEAs without schools was 135.

Research showed standard errors from Delaware, Nevada, and West Virginia were very high relative to the LEA sampling rate (i.e., CVs larger than 20 percent with 90 percent of LEAs in sample) in the 1987-88 SASS. To reduce the standard errors, all LEAs were used to define the sampling strata in these states. Since sampling was done within sampling strata, this guaranteed that all LEAs were in the LEA sample. The result is a standard error of zero for each of these states' LEA estimates.

4. Teachers

Selecting the teacher sample in both public and private schools involved the following steps. First, the selected schools and districts without schools were asked to

provide teacher lists. From the lists, 56,051 public and 9,166 private teachers were selected.

The public and private teacher samples are described together because they were selected using identical methodology. The only differences were in the average number of teachers selected within a school.

Teacher Frame

Each selected school was asked to provide a list of their teachers and selected characteristics. Ten percent of the private schools and five percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

For each teacher on the list, the following was to be specified:

- New/experienced; (New defined as in third year or less of teaching, experienced defined as everyone else.)
- Bilingual/English as a Second Language (ESL); (Teachers using a language other than English in the classroom.)
- Race/ethnicity; and
- Field of Teaching (General elementary, special education, and all others for elementary level teachers; math, science, english, social studies, vocational education, special education, and all others for secondary teachers.)

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- Asian or Pacific Islander;
- American Indian or Aleutian or Eskimo;
- Bilingual;
- New; and
- Experienced

Within-School Teacher Allocation

Teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private teachers, it was decided to oversample new teachers to ensure that there would be a sufficient sample of new teachers in the Teacher Follow-up Survey (TFS). (This was also done in 1987-88 SASS.)

Asian or Pacific Islander, American Indian or Aleutian Eskimo, and bilingual teachers were oversampled at a rate to ensure a set number of each group was selected. To make sure a school wasn't overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, the Asian or Pacific Islander, American Indian or Aleutian or Eskimo and bilingual teachers were proportionally reduced to meet the maximum requirement.

Within each teacher stratum, teachers were sorted by primary field of teaching. Specifically, secondary teachers were sorted by primary field of teaching. Elementary teachers were sorted by general elementary, special education or other teaching assignment. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level/primary field of teaching. This was done to assure a good distribution of teachers by field of teaching.

Within each school and teacher stratum, teachers were selected systematically with equal probability.

A total of 65,217 teachers were actually selected (60,056 new and experienced, 1,511 Asian Pacific Islander, 1,529 American Indian or Aleutian or Eskimo and 2,121 bilingual). Table III-2 shows the number of selected teachers in SASS sample by teacher type and sector.

Table III-2.--Number of selected teachers in SASS sample by teacher type and sector

Teacher type	Public	Private	Total
American Indian/Aleut	1,259	270	1,529
Asian/Pacific Islander	1,475	36	1,511
Bilingual/ESL	1,957	164	2,121
New	5,970	2,002	7,972
Experienced	45,390	6,694	52,084
Total	56,051	9,166	65,217

IV. Data Collection Procedures

Data collection operations for the 1990-91 SASS took place during the 1990-91 school year. Table IV-1 depicts both the specific data collection activity and the time frame in which it occurred.

Table IV-1.--Data collection time schedule

Activity	Date of activity
Introductory letters mailed to school districts	September 1990
Introductory letters and teacher listing sheets mailed to schools	October 1990
Census field representatives called school districts to obtain the name of a contact person to whom the Teacher Demand and Shortage questionnaire (SASS-1A) should be addressed	October 1990
Lists of teachers provided by schools	October - December 1990
First mailing of questionnaires to school districts (SASS-1A) and school principals (SASS-2A, SASS-2B)	December 1990
First mailing of questionnaires to schools (SASS-3A, SASS-3B, SASS-3C) and to teachers (SASS-4A, SASS-4B)	January - February 1991
Second mailing of questionnaires to districts and school principals	January 1991
Second mailing of questionnaires to schools and teachers	February - March 1991
Telephone follow-up of mail nonrespondents	March - June 1991

In September 1990, a letter describing the survey and requesting cooperation was mailed to each sample school district (LEA). This letter also informed the district personnel that a Census field representative would call during October to obtain the name of the LEA contact person, i.e., the person to whom the LEA questionnaire should be addressed.

In October 1990, introductory letters were sent to the sample schools. Enclosed with each letter was a Teacher Listing Sheet, on which the school principal (or other school staff) was asked to list all teachers in the school. A postage-paid return envelope addressed to the appropriate Census Bureau regional office was also enclosed. Three weeks after the listing sheets were mailed to the schools, field representatives from the regional offices began calling

schools that had not returned teacher lists. When this telephone follow-up ended in December 1990, approximately 95 percent of public schools and 90 percent of private schools had provided lists of teachers.

In December 1990, Teacher Demand and Shortage (SASS-1A) questionnaires were mailed to the LEAs and Administrator Survey questionnaires were mailed to the schools (SASS-2A to public schools and Indian schools, SASS-2B to private schools). Public and private school questionnaires (SASS-3A and 3B, respectively) were mailed in late December (public) and early January (private). Questionnaires for Bureau of Indian Affairs schools (SASS-3C) were mailed in early February. Questionnaires for teachers selected from the teacher listing sheets were also mailed to the schools in early February; SASS-4A questionnaires were sent to teachers in public and Bureau of Indian Affairs schools and SASS-4B questionnaires were sent to private school teachers.

The LEA questionnaires were addressed to the contact person whose name had been provided in October or, if no name had been provided, to "Superintendent." School and administrator questionnaires were addressed to "Principal." (Names of individuals were not used on the school and administrator forms because the person named could have been transferred to another school.) The only eligible respondent for the administrator questionnaire was the school principal; for the school questionnaires, however, the eligible respondent could be the principal, vice principal, school secretary or any other knowledgeable school staff member. The teacher questionnaires were addressed to the selected sample teachers; only the teacher named on the label was an eligible respondent.

All questionnaires included a letter printed on page 2, signed by Emerson Elliott, the Acting Commissioner of NCES. This letter described the survey's purpose and requested participation. As required by the Office of Management and Budget (OMB), it also stated that the survey was voluntary and provided an estimate of the time required to complete the form. The questionnaires also contained instructions for completing the form and a Census Bureau telephone number; respondents were advised to call this number collect if they needed information or assistance in completing the questionnaire.

The follow-up operation for sample cases that did not return the initial questionnaire was twofold. First, about five weeks after the first mailing, a second questionnaire was mailed to all nonrespondents. If the second questionnaire was not returned within the next six or seven weeks, Census field representatives began calling the nonrespondents. They attempted to complete the interviews by telephone or, in some cases, to persuade the respondent to complete and mail back the questionnaire. All data collection ended during the first week of June 1991.

The field representatives who worked on the telephone phase of data collection were provided with an instruction manual and a self-study training package. The self-study included a test on survey procedures; they were required to complete the test and return it to their regional office supervisor before beginning their survey assignments. These field

representatives were experienced survey interviewers who had already been trained on basic interviewing concepts and procedures such as confidentiality, how to persuade reluctant respondents to participate, and how to follow questionnaire skip instructions.

V. Response Rates

A. Survey Response Rates

The weighted response rates for each component of SASS are detailed in Tables V-1 through V-5. Table V-1 provides public school response rates by state for districts and schools; Table V-2 lists private school response rates by private school typology; Table V-3 provides public school response rates by state for administrators and teachers; Table V-4 lists private school response rates for administrators by private school typology; Table V-5 lists response rates for teachers by private school typology. The response rate tables are useful as an indication of possible nonresponse bias.

The weighted response rates were derived by dividing the sum of the basic weights for the interview cases by the sum of the basic weights for the eligible cases. The basic weight for each sample case was assigned at the time of sampling and is the inverse of the probability of selection.

Teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling. Eleven percent of private schools and five percent of public schools did not send in teacher lists. The effective response rate is calculated by multiplying together the teacher list rate and the response rate:

Public teachers: .95 x .903 = .8575 x 100 = 85.8% effective response rate
Private teachers: .95 x .843 = .7587 x 100 = 75.9% effective response rate

Table V-1.--Final weighted district and public school response rates by state

State	Districts	Schools
50 States and D.C.	93.5	95.3
Alabama	96.3	95.9
Alaska	96.2	92.0
Arizona	90.4	94.8
Arkansas	91.3	97.7
California	91.3	94.6

Table V-1.--Final weighted district and public school response rates by state (Continued)		
State	**Districts**	**Schools**
Colorado	98.2	95.9
Connecticut	77.0	93.1
Delaware	100.0	93.3
District of Columbia	100.0	86.3
Florida	92.0	93.9
Georgia	92.3	96.6
Hawaii	100.0	98.7
Idaho	95.5	98.6
Illinois	91.8	98.7
Indiana	95.8	99.6
Iowa	98.4	96.5
Kansas	99.6	98.0
Kentucky	92.3	98.1
Louisiana	90.1	93.9
Maine	92.0	94.7
Maryland	87.5	81.0
Massachusetts	94.1	91.1
Michigan	90.2	97.1
Minnesota	92.1	97.4
Mississippi	96.7	97.2

Table V-1.--Final weighted district and public school response rates by state (Continued)		
State	**Districts**	**Schools**
Missouri	93.8	98.0
Montana	95.1	97.8
Nebraska	97.3	98.7
Nevada	100.0	96.1
New Hampshire	92.9	96.3
New Jersey	86.3	88.3
New Mexico	95.0	96.0
New York	95.7	87.6
North Carolina	94.0	92.6
North Dakota	94.4	98.4
Ohio	89.4	97.0
Oklahoma	98.5	96.3
Oregon	91.2	95.3
Pennsylvania	94.4	96.1
Rhode Island	91.9	96.5
South Carolina	92.8	96.6
South Dakota	98.2	98.5
Tennessee	100.0	98.1
Texas	95.2	97.4
Utah	96.0	98.4

Table V-1.--Final weighted district and public school response rates by state (Continued)		
State	Districts	Schools
Vermont	86.4	98.5
Virginia	90.7	92.2
Washington	97.0	92.6
West Virginia	98.2	98.2
Wisconsin	96.3	94.6
Wyoming	96.1	97.7

Table V-2.--Final weighted private school response rates by private school typology	
Private school type	School response rate
All private schools	83.9
Catholic	90.8
Parochial	89.9
Diocesan	92.1
Private order	93.9
Other religious	79.6
Conservative Christian	73.6
Affiliated	88.0
Unaffiliated	76.5
Non-sectarian	81.5
Regular	76.5
Special emphasis	83.4
Special education	92.0

Table V-3.--Final weighted public school administrator and teacher response rates by state		
State	Administrator	Teachers
50 States and D.C.	96.7	90.3
Alabama	98.9	90.6
Alaska	96.6	89.8
Arizona	97.1	94.8
Arkansas	96.6	94.1
California	95.7	87.9
Colorado	98.4	95.2
Connecticut	97.0	85.6
Delaware	94.4	95.6
District of Columbia	88.9	69.3
Florida	94.4	88.7
Georgia	94.8	93.3
Hawaii	98.7	88.3
Idaho	100.0	95.2
Illinois	99.8	95.6
Indiana	100.0	95.3
Iowa	99.0	96.2
Kansas	98.0	95.6
Kentucky	99.0	88.8
Louisiana	93.7	93.1
Maine	98.2	89.7

Table V-3.--Final weighted public school administrator and teacher response rates by state (Continued)		
State	Administrator	Teachers
Maryland	82.4	90.2
Massachusetts	96.5	84.4
Michigan	98.8	84.5
Minnesota	98.8	94.1
Mississippi	97.6	93.3
Missouri	98.9	91.2
Montana	99.8	95.0
Nebraska	98.2	92.9
Nevada	97.8	88.5
New Hampshire	98.8	92.5
New Jersey	92.4	86.3
New Mexico	99.2	90.0
New York	89.5	79.3
North Carolina	95.6	96.0
North Dakota	99.1	95.8
Ohio	97.0	87.8
Oklahoma	99.1	93.8
Oregon	97.3	91.3
Pennsylvania	97.2	93.3
Rhode Island	97.0	87.4

Table V-3.--Final weighted public school administrator and teacher response rates by state (Continued)

State	Administrator	Teachers
South Carolina	98.6	91.1
South Dakota	98.6	95.2
Tennessee	97.5	92.9
Texas	98.1	91.5
Utah	99.4	97.9
Vermont	98.6	95.6
Virginia	95.3	90.7
Washington	93.7	88.1
West Virginia	99.6	94.8
Wisconsin	97.2	95.3
Wyoming	96.4	96.8

Table V-4.--Final weighted private school administrator response rates by private school typology	
Private school type	**Administrator response rate**
All private principals	90.0
Catholic	96.5
Parochial	95.8
Diocesan	97.8
Private order	97.7
Other religious	84.9
Conservative Christian	82.2
Affiliated	91.1
Unaffiliated	80.1
Non-sectarian	89.9
Regular	86.3
Special emphasis	92.5
Special education	94.6

Table V-5.--Final weighted private school teacher response rates by private school typology	
Private school type	**Teacher response rate**
All private teachers	84.3
Catholic	88.2
Parochial	87.3
Diocesan	88.6
Private order	90.2
Other religious	79.4
Conservative Christian	77.2
Affiliated	82.6
Unaffiliated	77.3
Non-sectarian	83.1
Regular	83.8
Special emphasis	79.3
Special education	86.1

B. Item Response Rates

Tables V-6 through V-9 provide summaries of the unweighted item response rates for the items used in this report. All item response rates for the items used in this report are above 75 percent with the exception of private pre-kindergarten students receiving Chapter 1 services.

Table V-6.--Unweighted item response rates, District File

	Source code		Response rate (%)	
Item description	**Public**	**Private**	**Public**	**Private**
Number of FTE teachers				
All	045	179	95.4	92.3
Certified	046	180	91.1	90.3
Continuing	045 minus 050	179 minus 184	--	--
Continuing and certified	046 minus 051	180 minus 185	--	--
Newly hired	050	184	98.0	95.2
Newly hired and certified	051	185	96.7	91.2
Total FTE positions				
Approved/planned	049	183	93.1	90.7
Filled	049 minus 047	183 minus 181	--	--
Unfilled	047 plus 048	181 plus 182	--	--
Vacant	047	181	99.0	97.9
Withdrawn	048	182	99.0	99.7
Teacher salary schedules by earned degree and experience				
Bachelor's and no experience	070	271	99.1	90.5
Master's and no experience	071	272	99.2	84.1
Master's and 20 years	072	273	98.3	80.6
*Range of base year teacher salaries				
Lowest	074	275	88.3	82.0
Highest	075	276	85.1	80.7

*Only for districts or private schools with no scheduled salaries.

Table V-7.--Unweighted item response rates, School File

Item description	Public and Private Item name	Response rate (%)	
		Public	Private
English as a second language			
Program	ESOLPROG	98.8	99.2
Students	ESOLNUM	90.4	91.0
Bilingual education			
Program	BILNGPGM	98.6	98.7
Students	BLNGNUM	84.4	78.0
Remedial reading			
Program	READPROG	95.5	98.4
Students	READNUM	82.9	82.6
Remedial mathematics			
Program	MATHPROG	95.4	97.8
Students	MATHNUM	82.6	82.1
Handicapped			
Program	SPECLPGM	95.7	98.3
Students	SPECLNUM	84.4	81.9
Gifted and talented			
Program	GIFTDPGM	96.6	97.4
Students	GIFTDNUM	83.8	76.2
Diagnostic and prescriptive services			
Services	DIAGNSVC	94.7	97.6
Students	DIAGNUM	76.4	78.1
Extended day/after-school			
Services	AFTERPGM	99.0	98.6
Students	AFTERNUM	86.0	78.9
Chapter 1			
Services	CHPTONE	95.4	97.1
Students (pre-K)	ONESVPK	95.6	67.8
Students (K and above)	ONESVK12	80.6	82.0
Free or reduced-price lunch	(Public only)*		
Services	FREELNCH	96.0	--
Students (pre-K)	LUNCHPK	95.4	--
Students (K and above)	LUNCHK12	88.2	--
Schools with 12th grade students	TWELFTH	98.8	99.2
Number of graduates last year	GRADNUM	94.5	95.9
Number of graduates applied college	GRADAPLY	88.7	93.9

Table V-8.--Unweighted item response rates, Administrator File				
	Source code		Response rate (%)	
Item description	Public	Private	Public	Private
Associate's degree	021	021	97.5	95.0
Bachelor's degree	012	012	99.9	99.4
Master's degree	017	017	99.8	99.2
Education specialist degree	024	024	97.5	95.0
Ph.D./first professional degree	027	027	97.5	95.0
Current annual salary	055	055	97.1	91.8
Months employed	056	056	99.4	99.5
Years employed:				
As a principal in this school	044	044	100.0	100.0
As a principal in other schools	045	045	99.5	99.7
In other administrative positions	046	046	98.0	98.1
Other positions in education	047	047	95.9	95.8
Outside education	048	048	94.2	95.6

Table V-9.--Unweighted item response rates, Teacher File				
	Source code		Response rate (%)	
Item description	Public	Private	Public	Private
Associate's degree	049	049	99.7	99.4
Bachelor's degree	040	040	99.9	99.7
Master's degree	045	045	99.6	99.3
Education specialist degree	052	052	99.7	99.4
Ph.D./first professional degree	055	055	99.7	99.4
Full-time experience (private schools)	029	031	97.2	97.4
Full-time experience (public schools)	031	029	99.0	97.9
Total earned income	300	300	91.3	87.0
Academic base year salary	292	292	93.1	85.3
School year supplement	293	293	98.7	96.4
Salary from school year supplement	294	294	95.0	91.2
Summer supplement	286	286	98.7	96.4
Salary from summer supplement	287	287	93.3	91.9

VI. Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from a related component of the Schools and Staffing Survey (for example, using data from a school record to impute missing values on that school's LEA questionnaire), (3) extracting data from the sample file (information about the sample case from other sources; for example, the Private Schools Survey or the Common Core of Data, collected in the 1988-89 school year), and (4) extracting data from a respondent with similar characteristics.

For some incomplete items, the entry from another part of the questionnaire or information from the sample file was directly imputed to complete the item; for others the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report whether a school offered remedial reading in item 10c of the public school questionnaire, the response (1 = Yes or 2 = No) for a similar school was imputed to item 10c of the incomplete record. However, if a respondent had answered "Yes"

to item 10c but had not reported the number of students in the program, the ratio of number of students in remedial reading to the total enrollment for a similar school was used with the enrollment at the school for which item 10c was incomplete to impute an entry to item 10c (i.e., SCHOOL A item 10c = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item 10c to SCHOOL B ENROLLMENT).

Values were imputed to items with missing data for records that had been classified as interviews (ISR=1). Noninterview adjustment factors were used during the data weighting process to compensate for data that were missing because the sample case was a noninterview (ISR=2).

VII. Weighting[5]

Weighting of the sample units from the public sector was carried out to produce national and state estimates for public schools, teachers, administrators, and LEAs. The private sector was weighted to produce national and affiliation group estimates.

A. Schools and Administrators (Public and Private)

Schools were assigned a base weight at the time of sampling equal to the stratum's sampling interval divided by the school's measure of size. This ratio is the inverse of the probability of selection for each school. Schools selected from the private school area frame were assigned a base weight equal to the inverse of the PSU probability of selection multiplied by the school's base weight. Administrators were assigned the same base weight as their schools.

The base weight of each school was adjusted with three factors:

- A sampling adjustment factor was applied to certain schools and administrators to account for duplicate records, merged schools or any other circumstance that would affect the school's true probability of selection.

- Noninterview adjustment factors were calculated to compensate for schools or administrators eligible for the survey but were not interviewed, usually because they refused to respond.

- First stage ratio adjustment factors adjusted the sample weighted count of all cases (interviewed, noninterview, and ineligible) to known frame totals. For public, the frame totals such as grade level by urbanicity by state came from

[5]For a detailed description of the weighting processes see Steven Kaufman and Hertz Huang, 1990-91 Schools and Staffing Survey Sample Design and Estimation, U.S. Department of Education, National Center for Education Statistics, (93-449).

the 1988-89 CCD. For private, the 1989-90 PSS was the source of totals such as grade level by Association Membership.

B. Local Education Agencies (Public)

LEAs with schools were assigned base weights equal to the inverse of one minus the product of the probabilities of not being selected from each of the six school strata, or

$$\text{Base Weight}_i = \frac{1}{1 - \prod_{b=1}^{2} \left[\prod_{h=1}^{3} \left(1 - \frac{m_{bhi}}{SI_{bh}} \right) \right]}$$

where m_{bhi} = total measure of size of the schools in school type b (Indian or other), grade level h (elementary, secondary, or combined), and LEA i.

SI_{bh} = school sampling interval for school type b and grade level h, unless $m_{bhi} > SI_{bh}$ in which case the LEA's base weight was assigned to be one. An LEA having a measure of size m_{bhi} greater than the school sampling interval (SI_{bh}) for at least one grade level was considered to be in sample with certainty.

LEAs without schools were sampled at a rate of one in ten directly and assigned base weights equal to ten (10.00). LEAs in Delaware, Nevada, and West Virginia were assigned a base weight of one (1.00).

The LEA base weight was adjusted by a sampling adjustment factor, a noninterview factor, and a first stage ratio adjustment factor which adjusted the sample weighted count of all cases (interviewed, noninterviewed, and ineligible) to totals such as enrollment by state found on the 1988-89 LEA CCD. The sampling adjustment factor adjusted for unusual circumstances affecting the LEA's probability of selection, such as a merger with another LEA, or the splitting of an LEA.

C. Teachers (Public and Private)

The teacher base weight is equal to the within-school sampling interval multiplied by the school's base weight. Teacher base weights were also adjusted to account for schools that refused to participate in the teacher selection process, and for teachers who did not respond to the survey. In addition, the frame first stage ratio adjustment factor was applied. This factor adjusted the sample weighted count of all cases (interviewed, noninterviewed, and ineligible) to the known universe totals from the 1988-89 CCD for public and the 1989-90 PSS for private. For the public frame, the totals included those for grade level by urbanicity by state. Finally the teacher adjustment factor adjusted the inconsistency between the estimated number

of teachers from the SASS school files and the SASS teacher files. Thus, the final weight is the product of the base weight and the four factors mentioned above.

VIII. Standard Errors

Estimates found in the tables of this report are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error.

IX. Cautions Concerning Change Estimates

Care must be taken estimating 1987-88 to 1990-91 change in a SASS data element, because some of the measured change may not be attributable to a change in the education system (like a 3% drop in enrollment). Some of the change may be due to changes in the design. Below are design changes in the 1990-91 SASS that might partially contribute to difficulties in measuring change.

Changing the sampling frame from QED to CCD. This is a concern because the definition of a school is different between the two frames. The 1987-88 SASS defines a school as a physical location (QED definition), while 1990-91 SASS defines a school as an administrative unit with a principal (CCD definition). In states which have multiple administrative units in one physical location, the estimated change in the number of schools could decrease. This decrease is at least partially caused from the definition difference.

It is possible to collapse the 1990-91 SASS data to the QED school as it was defined in the 1987-88 SASS; thereby eliminating this concern. However, these estimates may no longer be consistent with CCD estimates.

If the CCD file has better school coverage then the QED file, then school related change estimates will be inflated to correct for this bias.

Private school sampling frame. Some differences exist between the number of schools on the private school frames used in the 1987-88 SASS and the 1990-91 SASS, and the number of schools on the respective SASS surveys. The sampling frame for private schools in the 1987-88 SASS was based on the 1986 Quality

Education Data (QED) file of private schools. The QED was supplemented with 17 private school association lists and an area frame component to reflect schools missing from the list frame. The frame excluded both duplicate and out-of-scope schools as determined in a matching operation. Additional duplicate and out-of-scope schools were found during the SASS data collection and processing. The affect of the additional deleted schools, as found in SASS, was that the weighted estimate of number of schools from the frame was 31,848, while the weighted estimate of schools from the SASS was 26,807. In the first cycle of SASS, a rudimentary matching operation and the actual SASS data collection identified duplicates and out-of-scopes.

The frame for the 1990-91 SASS was the 1989-90 Private School Survey (PSS). The PSS methodology was similar to the 1987-88 SASS frame in that the QED file of private schools was updated with association lists and an area frame component. Duplicates were excluded through an improved matching operation; however, the development of the PSS universe differed somewhat from the previous private school universe development because all private schools were asked to update their enrollment and teacher counts, as well as, their in-scope status through the PSS collection. This PSS operation reduced the number of schools on the frame prior to the 1990-91 SASS data collection. The weighted number of schools on the 1989-90 PSS was 26,712, while the weighted number of schools from the 1990-91 SASS was 24,690. In SASS, additional out-of-scope schools were identified and the design did not allow a reclassification of the out-of-scope schools in the 1989-90 PSS to an in-scope school in the SASS.

Adjusting the estimated number of teachers from the teacher file to the estimated number of teachers from the school file. This was done to make estimates from the two files more consistent. Since this was not done in the 1987-88 survey, some of the distributional difference between the 1987-88 and 1990-91 teacher files may be partially attributable to this adjustment. In the public 1987-88 files, the teacher counts on the teacher file are smaller than the counts on the school file. In the 1990-91 files, the teacher file counts are increased to equalize the estimates between the teacher and school files. This increase is not a change in the educational system, but a bias correction between the files.

Missing data on the administrator and teacher files are imputed. All data files in both collection periods are adjusted for complete refusals. However, for the 1987-88 administrator and teacher files, missing data elements within responding units are not imputed. Hence, estimates of totals use a value of zero for all missing data elements (i.e., 1987-88 totals are underestimates whenever there are missing data). The 1990-91 estimates of totals use imputed values for missing data elements. Therefore, some of the measured change between the 1987-88 and 1990-91 totals is inflated to correct for a bias in the 1987-88 estimates. This inflation is not due to a change in the educational system.

Change estimates for ratios and averages are also inflated/deflated to correct for a possible bias in the 1987-88 estimates. However, the magnitude and direction of the bias is unknown and dependent on the variable of interest.

Questionnaire and Conceptual Differences. Care must also be observed in the interpretation of change estimates between 1987-88 and 1990-91 since specific questions are not always worded the same from the first SASS survey to the second. Both major and minor changes in wording of specific items occur; the ordering of items may be different and concepts can be different.

As an example, in both the 1987-88 and 1990-91 SASS, the question, "Which best describes the community in which the school is located?" was asked of the principal (for the administrator/principal survey) and the respondent to the school survey. The SASS reinterview program in both 1988 and 1991 determined the responses to this item were highly subjective and exhibited moderate response variance. As a result of this finding, the 1990-91 SASS micro-data files contain an "urbanicity" code (Locale) developed by Johnson (1989).[6] This code is believed to be a more accurate description of the community than the self-reports on SASS. This methodology assigns "type of locale codes" based on the school mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas.

This rigorously defined locale code on the 1990-91 SASS files may be different from the self-report of community type.

Another example of items changing between the 1987-88 SASS and the 1990-91 SASS is the question about student participation in a vocational or technical program. In the 1987-88 SASS, the number of students participating in a vocational program was asked in a series along with student participation in various programs, such as in remedial reading or math programs. There was no restriction on the students' grade levels included in the 1987-88 number of vocational program students. However, in the 1990-91 SASS, the vocational program participation item was restricted to schools with grades 10 through 12. The vocational program question in 1990-91 is part of a sequence of items on enrollment of the school's students in the academic, vocational, or general high school curriculum. The two estimates, from the 1987-88 and 1990-91, are not strictly comparable and do not measure the same group of vocational students.

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[6]Johnson, F. (1989), Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe, National Center for Education Statistics Technical Report, Data Series: SP-CCD-87-188-7.4, CS 89-194.

X. Changes in SASS Design and Content from 1988 to 1991

Several changes in survey procedures, design, and content were made between the completion of the first SASS (1987-88) and the implementation of the second SASS in school year 1990-91.

A. Procedural Changes

In 1987-88, the Teacher Demand and Shortage Questionnaires went to both public school districts and private schools. In 1990-91, only public school districts received the TDS Questionnaires. Instead, private schools were asked questions on aggregate demand for both new and continuing teachers in their 1990-91 School Questionnaire.

The 1990-91 SASS included an Indian School Questionnaire sent to schools not in the public system that are operated by the Bureau of Indian Affairs (BIA) or by Indian tribes under contract with the BIA.

In general, the time frame for contacting sample schools and school districts and distributing questionnaires was a month earlier in the 1990-91 SASS (i.e., the first mailout for the 1987-88 SASS was late January; the first mailout for the 1990-91 SASS was mid-December).

B. Design Changes

After the first SASS collection, a statistical team was set up to evaluate the 1987-88 sample design and make changes where appropriate. The following paragraphs summarize the changes made to the 1990-91 sample design.

- Instead of using the Quality of Education Data (QED) as a public school frame, NCES's Common Core of Data (CCD) school file was used. This was done to eliminate inconsistencies that resulted from differences between the QED and CCD definitions of a school.

  To measure the impact of the school definition difference on SASS school estimates, the 1990-91 survey was designed to produce estimates using either the QED or CCD definition. The default definition was the CCD definition.

- To improve the precision of the 1990-91 private sector estimates, the number of area frame PSUs was increased from 75 to 123.

- To increase the level of publishable detail for the public sector, the school sample was reallocated to produce state\elementary and state\secondary estimates. In the 1987-88 survey, public sector estimates were only designed to be published at the state level.

For the private sector, the sample was reallocated to publish five additional associations.

- To improve the precision of SASS change estimates from 1987-88 to 1990-91, 30 percent of the 1990-91 public school sample were also in sample for 1987-88. For the private school sample, associations with a high response rate also had a 30 percent overlap. Associations with lower response rates had smaller percentages of school overlap. Associations with poor response rates had the school overlap minimized.

- In the 1987-88 survey, bilingual and new teachers were oversampled. In 1990-91, American Indian/Alaska Natives and Asian/Pacific Islanders as well as bilingual and new teachers were oversampled.

  In the 1990-91 survey, schools with 25 percent or more American Indian enrollment were oversampled. Also, a large sample of schools run by or affiliated with the Bureau of Indian Affairs was included.

- In the 1987-88 survey, missing data (item nonresponse) from the Administrator and Teacher files were not imputed. In 1990-91, they were imputed. In both surveys, missing data from the TDS and School files were imputed.

- To make the SASS estimated teacher counts from the School and Teacher files more consistent, the Teacher file weights were adjusted so that they equaled the School file headcount estimate.

C. Content Changes

In the 1990-91 SASS, the following items sets were added to each survey.

- The Teacher Demand and Shortage Survey was expanded to include data on demand and shortage of librarians and pension portability.

- The School Survey was expanded to include data on types of prekindergarten and kindergarten programs offered and degree of difficulty of filling teacher vacancies by teaching field.

- The Teacher Survey was expanded to include more data on professional activities.

- The Administrator Survey remained essentially unchanged.

XI. Definitions

The following survey terms are defined as they apply to SASS.

Local Education Agency (LEA). An LEA, or public school district, is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services.

Districts that do not operate schools but employ teachers, are included. For example, some states have special education cooperatives that employ special education teachers who teach in schools in more than one school district.

Public School. A public school is defined as an institution that provides educational services for at least one of grades 1-12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included.

Private School. A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 (or comparable ungraded levels). The instruction must be given in a building that is not used primarily as a private home.

Teacher. A teacher is defined as any full-time or part-time teacher whose primary assignment was teaching in any of grades K-12. However, on the 1990-91 SASS teacher file, there are 111 public and 111 private school teachers who report that their primary assignment is prekindergarten. These teachers are included in the estimates of numbers of teachers in tables 1 and 2, as well as in the estimates of teacher characteristics in tables 21 to 26. Itinerant teachers are included, as well as long-term substitutes who were filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (for example, a music teacher who teaches three days per week at one school and two days per week at another). Short-term substitute teachers, student teachers, nonteaching specialists (e.g., guidance counselors and librarians), administrators, teacher's aides and support staff are not included.

Special Education School. Special education schools focus primarily on direct instructional activities required to educate students with mental handicaps, such as mental retardation; physical handicaps, such as hearing- and speech-impairment, and learning disabilities, such as dyslexia.

Typology. Categories (three major with three sub-categories each) into which private schools are divided: 1) Catholic - parochial, diocesan, private; 2) Other religious - affiliated with a Conservative Christian school association, affiliated with a national denomination,

unaffiliated; 3) Non-sectarian - regular, special program emphasis, special education (Marilyn M. McMillen and Peter Benson, Technical Report, Diversity of Private Schools [Washington, D.C.: 1991]) NCES 92-082.

Common Core of Data. The Common Core of Data is a group of surveys that acquire and maintain public elementary and secondary education data from the 50 states, the District of Columbia, and the outlying areas through the state-level (or equivalent) education agencies. Information about staff and students in public schools is collected annually at the school, LEA (local education agency or school district), and state levels. Information about revenues and expenditures is also collected at the state level.

Newly hired teachers. Newly hired teachers are teachers who were newly hired by the school district for the 1990-91 school year. It includes teachers returning from unpaid leave of absence of one school year or more, but does not include substitute teachers.

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User notes and comments

We are interested in your reaction to the information presented here about the Schools and Staffing Survey data collection system as well as the microdata files we release. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information about this report, please contact:

Special Surveys and Analysis Branch
Elementary and Secondary Education Statistics Division
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5651

We are also interested in the research you do using the SASS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the SASS. Send them to the address above.

APPENDIX A

Standard Error Tables

Table A1.--Standard errors for number of public school districts, schools, principals, teachers, and students, by state: 1990–91 (table1)

State	Districts	Schools	Principals	Teachers	Students
50 States and D.C.	111.9	197.3	216.9	20,722.6	362,552.6
Alabama	18.1	22.2	24.9	1,546.4	25,826.8
Alaska	0.2	9.1	11.2	414.6	7,244.9
Arizona	19.4	11.5	11.6	1,593.4	29,836.3
Arkansas	5.7	10.0	10.0	823.4	17,241.9
California	21.6	50.8	52.0	8,269.0	192,501.1
Colorado	16.7	17.9	19.7	1,387.7	22,808.6
Connecticut	3.8	14.2	16.9	1,371.8	18,797.1
Delaware	0.0	2.7	3.6	397.5	6,486.1
District of Columbia	0.0	7.4	7.8	283.2	3,420.1
Florida	0.1	33.7	38.2	4,551.1	77,016.2
Georgia	0.1	37.7	37.7	2,675.8	48,515.8
Hawaii	0.0	0.0	0.0	293.7	4,820.6
Idaho	2.6	9.7	16.0	556.0	11,613.9
Illinois	8.6	72.1	72.2	6,315.4	84,452.0
Indiana	3.8	27.3	29.4	1,959.6	30,290.1
Iowa	0.0	53.3	48.8	1,871.4	24,418.8
Kansas	0.1	8.8	8.8	1,316.5	21,642.3
Kentucky	16.8	30.5	49.3	1,936.2	33,360.7
Louisiana	0.2	32.0	32.3	1,707.5	30,760.9
Maine	2.5	5.5	8.4	782.2	12,137.9
Maryland	0.2	38.3	38.0	1,938.0	31,905.1
Massachusetts	15.7	8.6	33.5	3,678.3	43,759.1
Michigan	80.6	37.9	98.0	3,741.1	64,119.8
Minnesota	23.0	35.5	36.4	2,188.1	37,425.7
Mississippi	0.2	17.0	18.4	963.6	17,829.3
Missouri	0.7	28.3	28.5	1,880.5	30,541.6
Montana	11.0	14.7	31.4	774.3	11,346.7
Nebraska	49.2	34.3	74.1	1,217.3	15,828.3
Nevada	0.0	3.9	4.0	477.4	9,889.0
New Hampshire	0.1	12.1	12.1	710.1	7,859.6
New Jersey	5.9	9.8	17.3	4,162.0	46,841.8
New Mexico	0.3	12.3	12.3	807.2	13,711.3
New York	2.9	25.8	25.7	5,892.7	93,369.5
North Carolina	0.2	20.9	21.0	2,141.6	37,923.0
North Dakota	14.4	12.4	22.0	513.9	8,277.1
Ohio	17.7	60.2	60.2	4,242.4	73,906.9
Oklahoma	35.4	33.2	33.7	1,864.4	30,257.1
Oregon	25.3	40.1	40.3	1,100.7	20,045.3
Pennsylvania	7.4	35.0	35.0	3,460.5	64,184.2
Rhode Island	0.4	3.9	3.9	439.9	5,830.5
South Carolina	0.1	11.3	14.7	1,382.3	27,039.1
South Dakota	21.9	24.3	24.6	608.8	9,841.6
Tennessee	0.8	30.3	36.8	2,033.9	39,225.6
Texas	5.8	45.1	44.8	5,783.1	94,112.9
Utah	0.1	6.7	16.9	941.4	24,617.4
Vermont	4.3	0.0	10.6	319.0	3,857.9
Virginia	4.3	6.4	7.4	2,562.1	44,456.7
Washington	0.1	26.4	25.9	1,826.0	33,258.5
West Virginia	0.0	22.4	22.4	1,063.6	15,929.5
Wisconsin	0.8	59.8	59.9	2,766.4	42,241.2
Wyoming	17.9	13.6	13.6	550.4	7,078.1

NOTE: Numbers in the column labeled "Districts" for Delaware, the District of Columbia, Hawaii, Nevada, and West Virginia are universe figures because all school districts in these jurisdictions were included in the sample. Estimates of the number of districts for all other states except Maryland are based on samples of at least 30 districts. The number of sample districts for Maryland is 20.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Teacher Demand and Shortage Questionnaire, Administrator Questionnaire, School Questionnaire, and Teacher Questionnaire).

Table A2.--Standard errors for number of private schools, principals, teachers, and students, by private school typology: 1990-91 (table 2)

Private school type	Schools	Principals	Teachers	Students
All private schools	430.1	390.3	7,156.0	84,806.4
Catholic	102.3	105.6	3,192.4	64,290.1
Parochial	174.8	167.0	2,792.2	61,106.5
Diocesan	145.3	147.3	3,235.6	56,387.6
Private order	70.3	73.2	2,238.2	25,511.6
Other religious	374.2	366.5	5,599.3	65,821.2
Conservative Christian	232.8	275.3	3,191.1	42,000.3
Affiliated	168.4	169.5	3,193.2	31,122.7
Unaffiliated	285.9	263.5	2,721.3	29,288.8
Non-sectarian	249.5	235.9	4,539.8	34,385.1
Regular	132.0	160.3	4,184.4	25,606.4
Special emphasis	185.1	163.6	2,129.1	19,104.5
Special education	100.3	100.3	1,462.1	7,414.2

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire, School Questionnaire, and Teacher Questionnaire).

Table A3.--Standard errors for number and percentage of continuing and newly hired public school full-time equivalent (FTE) teachers, by state: 1990-91 (table 3)

State	All FTE teachers		Continuing FTE teachers		Newly hired FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
50 States and D.C.	44,635.6	0	40,382.2	0.001	4,692.1	0.001
Alabama	1,775.9	0	1,614.0	0.002	180.7	0.002
Alaska	134.1	0	119.9	0.006	41.8	0.006
Arizona	1,847.6	0	1,659.6	0.003	220.6	0.003
Arkansas	937.6	0	873.3	0.005	149.3	0.005
California	32,565.0	0	29,004.0	0.003	3,627.2	0.003
Colorado	923.8	0	843.1	0.003	116.9	0.003
Connecticut	2,400.7	0	2,326.6	0.002	102.2	0.002
Delaware	0.0	0	0.0	0.000	0.0	0.000
District of Columbia	0.0	0	0.0	0.000	0.0	0.000
Florida	1,401.0	0	1,247.0	0.001	164.9	0.001
Georgia	2,182.4	0	1,927.8	0.003	317.6	0.003
Hawaii	0.0	0	0.0	0.000	0.0	0.000
Idaho	331.8	0	289.0	0.004	59.3	0.004
Illinois	7,529.8	0	6,818.8	0.005	912.4	0.005
Indiana	1,973.2	0	1,827.1	0.003	199.2	0.003
Iowa	990.6	0	961.9	0.003	113.0	0.003
Kansas	599.1	0	557.1	0.003	93.1	0.003
Kentucky	1,109.9	0	1,029.2	0.002	123.9	0.002
Louisiana	1,099.4	0	988.4	0.002	137.5	0.002
Maine	1,022.6	0	908.8	0.003	107.1	0.003
Maryland	443.7	0	398.4	0.001	46.1	0.001
Massachusetts	4,581.2	0	4,452.6	0.002	184.4	0.002
Michigan	8,152.0	0	7,756.5	0.003	456.4	0.003
Minnesota	2,036.5	0	1,902.8	0.003	174.1	0.003
Mississippi	575.0	0	538.7	0.003	78.5	0.003
Missouri	3,751.6	0	3,440.9	0.004	368.3	0.004
Montana	472.0	0	433.6	0.009	111.1	0.009
Nebraska	1,487.7	0	1,390.8	0.006	140.6	0.006
Nevada	0.0	0	0.0	0.005	0.0	0.005
New Hampshire	710.5	0	642.1	0.004	86.0	0.004
New Jersey	5,361.2	0	5,127.4	0.004	374.5	0.004
New Mexico	397.8	0	344.0	0.002	60.8	0.002
New York	7,352.4	0	6,862.5	0.002	592.1	0.002
North Carolina	1,776.9	0	1,648.6	0.002	185.4	0.002
North Dakota	377.6	0	339.9	0.005	58.4	0.005
Ohio	5,450.8	0	5,125.9	0.002	410.5	0.002
Oklahoma	2,165.8	0	1,916.2	0.005	313.9	0.005
Oregon	2,115.4	0	1,898.3	0.004	235.5	0.004
Pennsylvania	4,502.0	0	4,267.8	0.002	338.8	0.002
Rhode Island	277.9	0	261.0	0.002	24.0	0.002
South Carolina	1,028.2	0	949.0	0.002	116.2	0.002
South Dakota	721.6	0	670.1	0.006	67.9	0.006
Tennessee	1,119.7	0	1,057.3	0.002	105.0	0.002
Texas	8,705.3	0	7,264.5	0.003	1,559.4	0.003
Utah	187.0	0	173.4	0.001	18.4	0.001
Vermont	552.2	0	527.7	0.006	48.8	0.006
Virginia	3,448.2	0	3,153.5	0.002	331.1	0.002
Washington	1,914.3	0	1,693.9	0.004	282.6	0.004
West Virginia	0.0	0	0.0	0.000	0.0	0.000
Wisconsin	2,609.8	0	2,452.8	0.003	209.3	0.003
Wyoming	171.0	0	143.5	0.005	40.1	0.005

NOTE: Numbers and percentages for Delaware, the District of Columbia, Hawaii, Nevada, and West Virginia are universe figures because all school districts in these jurisdictions were included in the sample. Estimates for all other states except Maryland are based on samples of at least 30 cases. The number of sample cases for Maryland is 20.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Demand and Shortage Questionnaire).

Table A4.--Standard errors for number and percentage of continuing and newly hired private school full-time equivalent (FTE) teachers, by private school typology: 1990-91 (table 4)

Private school type	All FTE teachers		Continuing FTE teachers		Newly hired FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
All private schools	6,390.5	0	5,971.3	0.003	1,000.2	0.003
Catholic	3,026.2	0	2,879.9	0.004	547.3	0.004
Parochial	2,579.6	0	2,296.9	0.007	575.7	0.007
Diocesan	2,530.5	0	2,292.9	0.008	427.7	0.008
Private order	1,725.6	0	1,580.0	0.008	247.4	0.008
Other religious	4,232.4	0	3,662.3	0.005	789.2	0.005
Conservative Christian	2,623.7	0	2,191.2	0.011	629.6	0.011
Affiliated	2,011.0	0	1,789.2	0.007	384.3	0.007
Unaffiliated	2,316.9	0	2,060.6	0.012	373.9	0.012
Non-sectarian	4,866.0	0	4,462.3	0.008	621.2	0.008
Regular	2,253.2	0	2,068.6	0.007	343.9	0.007
Special emphasis	3,837.2	0	3,501.8	0.020	437.5	0.020
Special education	1,209.4	0	1,083.0	0.023	259.8	0.023

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table A5.--Standard errors for teacher salary schedules averaged for public school districts, by earned degree and experience, and by state: 1990–91 (table 5)

State	Bachelor's and no experience	Master's and no experience	Master's and 20 years experience	Highest step on salary schedule
50 States and D.C.	$59.2	$74.2	$125.2	$160.6
Alabama	282.2	271.8	483.6	566.1
Alaska	349.3	344.4	320.8	570.6
Arizona	205.7	193.4	371.4	546.7
Arkansas	149.0	153.6	249.0	317.7
California	305.9	485.2	619.6	900.5
Colorado	204.5	176.9	349.2	663.6
Connecticut	242.1	278.4	252.3	518.3
Delaware	0.0	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0	0.0
Florida	129.9	159.2	271.3	348.0
Georgia	92.8	92.1	152.0	353.4
Hawaii	0.0	0.0	0.0	0.0
Idaho	76.9	115.6	225.5	272.8
Illinois	219.2	273.5	725.0	708.4
Indiana	134.9	146.0	345.7	323.4
Iowa	128.6	155.0	310.7	295.9
Kansas	150.2	195.3	280.6	405.1
Kentucky	612.7	641.9	617.6	206.3
Louisiana	173.9	176.0	205.9	216.9
Maine	98.0	120.5	405.2	490.0
Maryland	151.4	266.1	335.0	491.3
Massachusetts	467.0	178.6	517.9	509.9
Michigan	217.4	246.7	513.5	627.4
Minnesota	149.3	163.6	240.5	324.3
Mississippi	47.2	44.2	67.4	89.6
Missouri	234.5	257.0	484.8	589.7
Montana	134.7	208.8	268.7	388.7
Nebraska	220.7	270.2	488.7	721.4
Nevada	0.0	0.0	0.0	0.0
New Hampshire	166.8	196.1	434.4	526.2
New Jersey	225.3	275.7	980.6	1,005.7
New Mexico	166.2	241.8	288.2	288.0
New York	181.3	264.8	490.4	603.8
North Carolina	28.7	32.4	85.1	128.6
North Dakota	142.0	256.0	499.5	823.1
Ohio	140.4	156.1	415.2	540.2
Oklahoma	274.6	270.1	336.5	322.7
Oregon	294.6	460.8	985.2	1,142.9
Pennsylvania	170.7	194.3	356.9	424.0
Rhode Island	171.9	157.4	203.2	221.8
South Carolina	75.3	86.0	134.0	262.9
South Dakota	412.9	555.9	1,393.0	1,596.4
Tennessee	93.4	113.3	222.1	300.4
Texas	84.1	92.3	125.1	168.8
Utah	63.6	92.6	250.2	350.5
Vermont	133.3	162.0	443.0	461.0
Virginia	141.6	160.7	450.5	578.1
Washington	28.1	136.5	537.1	209.2
West Virginia	0.0	0.0	0.0	0.0
Wisconsin	115.2	173.7	248.0	340.4
Wyoming	55.5	364.4	827.8	1,451.1

NOTE: Numbers and percentages for Delaware, the District of Columbia, Hawaii, Nevada, and West Virginia are universe figures because all school districts in these jurisdictions were included in the sample. Estimates for all other states except Maryland are based on samples of at least 30 cases. The number of sample cases for Maryland is 20.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Teacher Demand and Shortage Questionnaire).

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Table A6.--Standard errors for teacher salary schedule range and averages for private schools, by earned degree and experience, and by private school typology: 1990-91 (table 6)

Private school type	Bachelor's and no experience	Master's and no experience	Master's and 20 years experience	Highest step on salary schedule	Salary range	
					Lowest	Highest
All private schools	$123.3	$132.7	$214.0	$280.7	$372.2	$503.3
Catholic	84.2	93.8	188.2	198.2	687.1	870.1
Parochial	118.8	131.9	245.2	281.6	365.2	631.9
Diocesan	216.0	239.5	393.8	404.5	--	--
Private order	274.5	331.1	615.0	691.7	--	--
Other religious	220.8	245.8	383.8	550.3	413.8	521.0
Conservative Christian	394.0	445.9	704.8	772.4	687.8	701.0
Affiliated	160.0	196.0	301.1	357.9	563.2	934.3
Unaffiliated	637.8	692.8	984.6	1,895.0	790.4	1,325.4
Non-sectarian	301.5	311.8	527.9	562.3	608.3	792.4
Regular program	413.3	430.3	897.4	986.6	713.7	1,229.1
Special emphasis	381.5	464.9	1,277.3	1,627.7	1,169.2	1,250.3
Special education	993.3	987.4	1,011.1	1,200.4	1,977.2	1,046.9

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table A7.--Standard errors for number of public schools and percentage of schools offering a particular program or service, by state: *1990–91* (table 7)

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic/ prescriptive	After school programs
50 States and D.C.	197.3	0.58	0.64	0.50	0.59	0.58	0.56	0.31	0.58	0.61
Alabama	22.2	2.14	2.13	3.50	3.83	2.33	3.80	1.31	4.03	3.36
Alaska	9.1	3.82	4.24	4.97	4.80	3.17	3.97	3.85	2.79	1.58
Arizona	11.5	4.20	3.74	3.49	4.32	4.45	3.33	1.77	4.39	3.30
Arkansas	10.0	1.36	1.72	3.06	4.52	2.40	1.17	1.68	3.93	1.82
California	50.8	4.04	3.25	3.23	3.61	2.65	3.39	1.80	3.27	3.46
Colorado	17.9	4.51	4.32	5.18	4.04	4.08	3.69	2.06	2.84	2.96
Connecticut	14.2	3.92	4.02	1.71	4.20	2.82	4.00	1.62	2.31	3.19
Delaware	2.7	4.42	6.35	2.33	5.75	4.16	5.12	4.08	3.16	4.96
District of Columbia	7.4	4.22	6.99	3.77	5.54	4.86	3.98	3.50	5.22	6.72
Florida	33.7	3.01	2.74	3.00	3.13	1.68	3.09	1.52	2.96	3.34
Georgia	37.7	2.92	3.55	3.54	3.71	2.95	3.07	1.56	2.86	3.68
Hawaii	0.0	4.23	4.11	5.16	4.29	3.19	2.34	2.42	3.90	3.03
Idaho	9.7	3.35	3.70	3.00	3.20	2.51	3.63	2.00	2.54	1.64
Illinois	72.1	2.84	3.45	3.46	3.93	3.00	3.02	1.68	3.57	2.66
Indiana	27.3	2.44	3.27	3.72	3.90	4.46	3.74	1.43	2.12	3.31
Iowa	53.3	1.21	4.78	3.04	4.11	5.12	2.56	2.20	4.30	3.51
Kansas	8.8	2.73	2.90	4.00	3.47	3.17	3.02	1.66	3.35	2.55
Kentucky	30.5	1.39	2.40	2.24	4.28	3.83	4.92	1.56	3.52	4.19
Louisiana	32.0	2.56	2.55	3.48	3.88	2.75	3.47	2.11	3.02	2.87
Maine	5.5	0.94	3.68	3.73	4.53	1.92	3.23	1.60	3.19	2.93
Maryland	38.3	2.81	4.92	3.78	4.17	4.27	3.97	1.49	4.90	4.28
Massachusetts	8.8	4.01	5.58	2.84	4.09	5.40	4.45	1.30	3.66	4.27
Michigan	37.9	2.87	3.59	3.95	4.46	3.68	5.01	1.73	3.37	4.78
Minnesota	35.5	1.68	3.15	2.99	3.55	2.22	3.58	2.16	3.40	2.74
Mississippi	17.0	2.80	2.14	3.31	3.12	2.03	3.87	1.82	3.40	2.37
Missouri	28.3	1.72	3.04	2.92	3.77	2.38	3.57	1.46	2.58	2.60
Montana	14.7	3.56	2.13	4.65	5.15	4.30	4.83	1.67	3.20	1.03
Nebraska	34.3	1.42	2.50	4.61	5.05	4.25	5.60	1.97	3.45	1.46
Nevada	3.9	3.31	5.51	3.87	4.58	4.86	4.01	3.29	4.87	3.42
New Hampshire	12.1	3.22	5.11	3.82	4.19	2.54	3.92	2.84	2.02	3.93
New Jersey	9.8	3.82	4.84	1.18	1.44	3.34	3.41	1.79	2.81	3.86
New Mexico	12.3	5.18	5.10	4.27	4.86	4.25	3.60	2.74	3.18	3.53
New York	25.8	2.78	3.76	1.29	2.18	2.65	2.85	1.39	2.03	3.85
North Carolina	20.9	2.35	3.40	3.16	3.70	1.71	2.29	1.39	3.94	4.60
North Dakota	12.4	0.71	1.34	4.20	4.13	4.67	2.46	2.37	2.76	0.94
Ohio	60.2	2.36	3.28	2.49	3.81	2.72	4.23	1.82	3.37	2.31
Oklahoma	33.2	1.96	2.55	2.66	3.74	2.86	2.51	2.14	3.63	2.39
Oregon	40.1	3.67	4.57	3.37	3.91	3.40	4.65	1.71	2.50	3.93
Pennsylvania	35.0	2.75	3.40	1.86	4.03	3.14	1.64	1.92	3.65	3.50
Rhode Island	3.9	3.21	3.62	2.87	4.87	3.31	4.54	1.91	3.02	2.45
South Carolina	11.3	2.51	3.65	1.84	1.98	1.68	2.65	1.30	3.42	2.60
South Dakota	24.3	1.59	2.61	3.93	3.89	4.38	3.90	2.14	4.77	1.19
Tennessee	30.3	2.13	3.16	3.26	3.95	1.79	2.52	1.44	3.44	3.75
Texas	45.1	2.44	2.56	2.02	2.72	2.08	1.61	1.07	1.92	2.45
Utah	6.7	2.87	3.58	3.20	4.12	3.51	4.18	2.17	3.17	2.57
Vermont	0.0	1.27	3.73	2.82	4.68	3.58	5.19	1.53	3.99	2.53
Virginia	6.4	2.51	3.73	2.82	4.97	3.64	2.03	1.21	4.16	2.54
Washington	26.4	4.10	4.13	2.01	3.32	3.58	4.58	2.08	3.35	4.25
West Virginia	22.4	2.04	2.42	4.04	4.85	3.84	4.17	1.83	3.74	2.77
Wisconsin	59.8	1.58	4.31	3.31	4.49	3.04	3.54	1.61	3.08	3.46
Wyoming	13.6	2.78	2.92	5.66	5.64	4.43	6.05	2.36	4.16	1.58

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (School Questionnaire).

Table A8. -- Standard errors for number of private schools and percentage of schools offering a particular program or service, by private school typology: 1990-91 (table 8)

Private school type	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic/ prescriptive	After school programs
All private schools	430.1	0.62	1.08	1.31	1.33	0.92	1.19	0.76	1.54	1.31
Catholic	102.3	0.66	1.54	1.80	1.88	1.43	1.69	0.38	1.88	1.81
Parochial	174.8	0.81	1.86	2.42	2.34	1.87	2.34	0.38	2.75	2.38
Diocesan	145.3	1.25	2.07	3.84	3.90	3.21	3.02	1.09	3.86	3.65
Private order	70.3	2.42	4.63	7.07	6.30	4.02	5.18	1.70	3.80	4.74
Other religious	374.2	1.17	1.86	2.38	2.28	1.28	1.98	1.50	2.40	2.01
Conservative Christian	232.8	1.68	2.64	3.92	3.35	2.48	3.53	3.46	4.71	3.06
Affiliated	168.4	1.19	1.40	2.54	2.55	1.77	1.78	1.00	2.50	2.67
Unaffiliated	285.9	2.76	5.28	3.64	3.93	2.99	4.02	1.19	3.57	3.98
Non-sectarian	249.5	1.37	1.63	2.47	2.42	2.56	2.40	1.30	2.72	3.42
Regular	132.0	2.04	2.28	4.16	3.68	2.45	3.91	2.26	2.92	3.82
Special emphasis	185.1	2.11	3.56	5.21	5.05	4.22	4.58	1.03	5.40	7.05
Special education	100.3	4.40	4.12	5.96	6.82	0.04	4.46	5.59	4.48	7.30

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table A9. – –Standard errors for number of public school students and percentage of students participating in a particular program or service, by state: 1990–91 (table 9)

State	Total enrollment	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic/ prescriptive	After school programs
50 States and D.C.	382,552.6	0.17	0.18	0.21	0.22	0.10	0.12	0.19	0.23	0.11
Alabama	25,826.8	#	#	1.11	1.12	0.41	0.52	0.84	1.04	0.34
Alaska	7,244.9	1.54	0.68	0.88	0.53	0.48	0.37	1.15	1.02	0.30
Arizona	29,836.3	0.38	1.25	1.20	0.74	0.44	0.71	0.84	0.52	0.40
Arkansas	17,241.9	#	#	1.01	1.06	0.33	1.19	0.85	0.57	0.33
California	192,501.1	1.09	0.97	1.42	1.35	0.22	0.68	0.93	1.48	0.60
Colorado	22,808.6	0.92	0.26	0.81	0.46	0.40	1.27	0.53	0.83	0.53
Connecticut	18,797.1	0.56	0.58	0.68	0.57	0.49	0.38	0.67	0.40	0.74
Delaware	6,486.1	#	0.26	1.00	1.10	0.55	1.24	1.68	1.73	0.70
District of Columbia	3,420.1	2.67	2.21	1.43	1.35	1.06	0.92	2.47	2.06	2.05
Florida	77,016.2	0.36	0.78	0.73	0.78	0.43	0.32	0.82	1.43	0.69
Georgia	48,515.8	#	0.07	0.78	0.73	0.41	0.36	0.75	1.04	0.24
Hawaii	4,820.6	0.40	0.58	0.95	0.81	0.43	0.40	0.95	0.60	0.82
Idaho	11,613.9	0.17	0.20	0.86	0.49	0.35	0.44	0.77	1.24	#
Illinois	84,452.0	1.27	0.60	1.32	1.29	0.42	0.62	0.94	1.30	0.42
Indiana	30,290.1	0.23	#	0.80	0.53	0.44	0.70	0.55	0.70	0.27
Iowa	24,418.8	#	0.88	0.74	0.79	0.74	0.51	0.61	1.06	0.42
Kansas	21,642.3	0.40	0.15	0.60	0.35	0.27	0.82	0.41	1.26	0.32
Kentucky	33,360.7	#	1.09	0.96	0.78	0.40	1.25	0.46	1.23	0.71
Louisiana	30,760.9	0.18	0.12	0.87	0.88	0.41	0.26	0.78	1.82	0.55
Maine	12,137.9	#	0.18	0.67	0.55	0.65	0.41	0.78	0.84	0.49
Maryland	31,905.1	#	0.28	1.28	0.97	0.74	0.94	0.75	0.87	0.48
Massachusetts	43,759.1	0.78	0.50	1.41	0.55	0.75	0.87	0.86	0.92	0.66
Michigan	64,119.8	0.38	0.30	0.83	0.62	0.52	1.35	0.58	0.54	0.52
Minnesota	37,425.7	0.20	0.51	0.77	0.68	0.42	0.66	0.58	0.69	0.48
Mississippi	17,829.3	#	#	1.48	1.34	0.36	0.32	0.93	0.79	0.25
Missouri	30,541.6	#	0.99	0.64	0.63	0.43	0.40	0.45	1.20	0.57
Montana	11,346.7	0.91	0.56	0.51	0.43	0.42	0.60	0.81	0.66	#
Nebraska	15,828.3	#	#	0.61	0.58	0.52	0.92	0.86	0.72	0.26
Nevada	9,889.0	0.17	0.52	0.87	0.80	0.50	1.07	2.43	1.87	0.45
New Hampshire	7,859.6	0.00	#	0.85	0.60	0.63	2.40	1.05	1.95	0.30
New Jersey	46,841.8	0.98	0.88	1.31	1.10	0.61	1.04	0.67	1.66	0.74
New Mexico	13,711.3	2.98	2.10	1.53	0.85	0.50	0.41	0.87	0.89	1.04
New York	93,369.5	1.18	0.90	0.90	1.00	0.61	0.79	0.83	0.86	0.62
North Carolina	37,923.0	0.87	#	1.26	1.04	0.47	0.52	0.85	0.75	0.55
North Dakota	8,277.1	0.75	0.79	0.59	0.75	2.49	0.60	0.78	2.10	#
Ohio	73,906.9	0.35	0.36	0.88	0.41	0.32	0.37	0.90	1.46	0.20
Oklahoma	30,257.1	0.40	1.17	0.49	0.40	0.45	0.72	0.50	0.95	0.25
Oregon	20,045.3	0.29	0.48	0.80	0.53	0.59	0.56	0.96	0.50	0.38
Pennsylvania	64,184.2	#	0.19	0.85	0.57	0.41	0.35	0.72	1.23	0.21
Rhode Island	5,830.5	0.51	0.51	0.62	0.76	0.68	0.85	1.41	0.84	#
South Carolina	27,039.1	#	#	0.72	0.67	0.46	0.55	1.11	0.78	0.25
South Dakota	9,841.6	#	#	1.13	0.94	0.54	1.02	0.74	0.56	#
Tennessee	39,225.6	#	#	1.28	1.31	0.53	0.34	0.94	1.42	0.26
Texas	94,112.9	0.52	0.44	0.62	0.59	0.32	0.58	0.54	0.52	0.42
Utah	24,617.4	0.17	0.38	1.01	1.02	0.36	1.56	1.07	0.56	0.47
Vermont	3,857.9	#	#	0.61	0.34	0.52	1.91	0.42	0.79	0.29
Virginia	44,456.7	– –	0.24	0.94	0.75	0.41	0.48	0.97	0.97	0.37
Washington	33,258.5	0.42	0.26	0.64	0.38	0.39	0.87	1.11	1.12	0.38
West Virginia	15,929.5	#	#	1.12	0.95	0.50	0.23	1.39	1.09	0.67
Wisconsin	42,241.2	0.65	0.38	1.52	0.60	0.43	1.70	0.83	0.63	0.38
Wyoming	7,078.1	1.22	#	0.83	0.53	0.84	2.00	0.76	0.97	#

– –Too few sample cases for a reliable estimate.
#Estimate is less than 0.5 percent.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (School Questionnaire)

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Table A10. – – Standard errors for number of private school students and percentage of students participating in a particular program or service, by private school typology: 1990 – 91 (table 10)

Private school type	Total enrollment	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic/ prescriptive	After school programs
All private schools	84,806.4	0.32	0.23	0.31	0.27	0.17	0.34	0.11	0.26	0.40
Catholic	64,290.1	#	0.23	0.48	0.35	0.12	0.37	#	0.25	0.35
Parochial	61,106.5	#	0.37	0.57	0.38	0.18	0.37	#	0.39	0.56
Diocesan	56,387.6	#	#	0.77	0.75	0.19	0.95	0.40	0.62	0.52
Private order	25,511.6	0.62	0.61	0.88	0.50	0.27	1.20	#	0.30	1.03
Other religious	65,821.2	0.90	0.43	0.45	0.39	0.21	0.72	#	0.42	0.74
Conservative Christian	42,000.3	0.44	#	0.81	0.69	0.38	0.73	0.14	0.84	1.26
Affiliated	31,122.7	0.87	0.37	0.42	0.30	0.09	0.57	0.17	0.44	1.00
Unaffiliated	29,288.8	3.63	1.92	1.20	1.16	0.78	2.46	#	1.00	1.40
Non – sectarian	34,385.1	0.61	0.89	0.88	0.87	0.94	1.77	0.50	1.20	1.59
Regular	25,606.4	0.72	0.82	0.75	0.62	0.29	2.40	0.55	1.30	1.68
Special emphasis	19,104.5	1.38	2.82	2.92	3.10	0.97	3.92	1.59	2.85	3.36
Special education	7,414.2	2.25	2.21	6.46	7.23	4.48	0.98	1.61	5.02	3.81

#Estimate is less than 0.5 percent.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990 – 91 (School Questionnaire).

Table A11.--Standard errors for number of public schools and students receiving publicly-funded Chapter 1 services, and free or reduced-price lunch, by state: 1990-91 (table 11)

State	Chapter 1 services		Free or reduced-price lunch	
	Schools	Students	Schools	Students
50 States and D.C.	602.5	139,926.9	334.1	151,234.3
Alabama	49.9	9815.6	24.7	15,694.6
Alaska	19.4	1,064.0	17.1	1,828.5
Arizona	41.3	8,540.9	22.4	14,986.1
Arkansas	28.6	4,399.2	11.1	8,601.5
California	266.6	106,806.9	154.2	103,257.4
Colorado	53.7	4,753.7	23.1	8,993.0
Connecticut	42.8	5,491.1	23.2	7,177.3
Delaware	8.5	1,959.0	3.4	2,085.7
District of Columbia	9.6	2,110.9	7.8	3,564.4
Florida	80.3	29,918.7	34.4	31,881.4
Georgia	62.8	14,938.8	37.7	21,644.1
Hawaii	11.4	1,998.0	0.0	3,143.0
Idaho	19.2	1,635.2	16.0	4,212.1
Illinois	149.0	18,948.1	82.5	40,797.5
Indiana	86.8	8,921.2	26.8	16,997.1
Iowa	60.8	6,324.8	57.1	7,426.6
Kansas	45.2	3,013.4	8.8	7,383.4
Kentucky	39.0	11,394.8	28.6	12,143.4
Louisiana	49.5	10150.2	37.3	20,045.6
Maine	18.3	3,369.8	7.0	4,809.5
Maryland	52.6	9,465.7	39.4	15,851.8
Massachusetts	71.0	8,744.0	9.8	16,212.8
Michigan	149.4	23,657.6	97.6	34,456.4
Minnesota	46.8	8,480.6	35.9	10,731.0
Mississippi	26.0	7,626.7	16.3	13,577.1
Missouri	72.6	8,788.8	30.3	13,531.7
Montana	44.2	1,348.8	31.3	5,138.2
Nebraska	78.9	2,151.7	78.8	5,876.4
Nevada	15.8	1,799.5	11.5	3,522.9
New Hampshire	15.7	2,148.0	14.2	2,150.8
New Jersey	90.9	22,400.0	44.2	29,863.2
New Mexico	27.5	5,034.1	11.7	7,187.8
New York	135.3	32,381.2	108.5	53,037.8
North Carolina	70.2	13,906.4	21.1	17,853.1
North Dakota	28.7	1,981.1	24.5	2,773.2
Ohio	119.1	22,732.6	66.0	28,174.0
Oklahoma	51.6	4,136.9	45.0	15,112.2
Oregon	58.7	4,354.1	17.7	6,477.4
Pennsylvania	103.9	25,845.6	43.4	29,843.8
Rhode Island	14.6	1,745.7	3.8	2,908.6
South Carolina	44.8	12,717.4	15.0	14,967.2
South Dakota	32.0	2,957.4	31.1	5,033.8
Tennessee	50.3	15,914.0	31.6	14,671.1
Texas	157.1	31,747.5	42.6	52,751.8
Utah	27.5	5,925.8	12.5	6,096.8
Vermont	5.5	729.0	9.4	1,367.8
Virginia	83.1	10,324.8	11.2	16,179.6
Washington	71.9	7,868.4	25.3	19,563.0
West Virginia	53.2	6,455.7	23.9	9,053.1
Wisconsin	77.6	9,978.1	61.9	17,149.5
Wyoming	20.3	1,548.3	16.7	2,305.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table A12.--Standard errors for number of private schools and students receiving publicly-funded Chapter 1 services, by private school typology: 1990-91 (table 12)

Private school type	Chapter 1 services	
	Schools	Students
All private schools	227.4	19,990.8
Catholic	176.7	17,566.8
Parochial	159.4	15,159.3
Diocesan	128.1	6,856.5
Private order	--	--
Other religious	154.5	4,700.6
Conservative Christian	81.1	3,039.6
Affiliated	106.2	1,949.6
Unaffiliated	--	--
Non-sectarian	67.4	5,459.3
Regular	--	--
Special emphasis	--	--
Special education	53.8	3,184.4

--Too few sample cases for a reliable estimate.
NOTE: Information on free or reduced-price lunch services was not collected from private schools in the 1990-91 Schools and Staffing Survey.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table A13.--Standard errors for number of public high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by state: 1990-91 (table 13)

State	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of 1989-90 seniors
50 States and D.C.	204.7	0.3	0.6
Alabama	15.5	2.4	1.9
Alaska	14.5	2.3	2.9
Arizona	19.8	1.7	2.7
Arkansas	15.0	0.5	2.3
California	102.0	2.0	4.8
Colorado	25.4	1.6	3.1
Connecticut	11.2	0.7	3.1
Delaware	6.3	5.3	8.6
District of Columbia	--	--	--
Florida	36.8	4.3	4.0
Georgia	22.9	0.7	1.6
Hawaii	--	--	--
Idaho	9.5	0.8	2.9
Illinois	52.4	0.7	2.9
Indiana	28.5	1.6	2.8
Iowa	35.5	1.1	2.5
Kansas	28.0	0.4	2.6
Kentucky	14.6	1.6	1.9
Louisiana	37.2	1.9	2.3
Maine	9.8	0.8	2.1
Maryland	11.5	0.6	3.7
Massachusetts	31.7	1.2	3.4
Michigan	43.6	2.1	3.2
Minnesota	33.3	1.2	2.7
Mississippi	17.6	2.1	2.6
Missouri	30.4	0.5	1.6
Montana	13.6	1.7	3.5
Nebraska	12.8	2.3	2.2
Nevada	6.6	1.0	2.6
New Hampshire	11.5	0.5	3.6
New Jersey	32.0	1.2	3.4
New Mexico	15.2	1.4	3.8
New York	65.1	0.9	1.6
North Carolina	23.3	4.1	2.2
North Dakota	12.4	0.7	3.8
Ohio	53.4	0.6	1.9
Oklahoma	33.5	0.7	2.8
Oregon	15.1	1.2	2.5
Pennsylvania	57.0	2.4	2.0
Rhode Island	5.0	0.9	4.2
South Carolina	12.6	2.5	2.0
South Dakota	14.3	1.5	2.8
Tennessee	21.3	1.5	2.0
Texas	59.2	1.1	1.7
Utah	14.5	6.8	7.0
Vermont	4.5	1.2	3.2
Virginia	20.9	1.5	1.4
Washington	33.5	2.8	3.2
West Virginia	17.5	0.8	2.8
Wisconsin	25.4	0.6	2.4
Wyoming	13.0	0.8	2.4

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table A14.--Standard errors for number of private high schools with 12th grade students, graduation rate and college application rate of 1989-90 seniors, by private school typology: 1990-91 (table 14)

Private school type	Number of schools with 12th grade students	Average graduation rate of 1989-90 seniors	Average college application rate of of 1989-90 seniors
All private schools	270.7	0.7	1.7
Catholic	47.7	0.2	0.9
Parochial	40.2	0.4	2.4
Diocesan	43.2	0.4	1.1
Private order	45.5	0.2	1.7
Other religious	250.7	0.8	2.5
Conservative Christian	234.2	1.2	4.1
Affiliated	113.4	0.8	2.0
Unaffiliated	115.7	1.5	5.0
Non-sectarian	125.4	2.1	3.1
Regular	69.1	1.6	2.1
Special emphasis	73.0	1.5	5.4
Special education	63.8	6.3	9.2

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (School Questionnaire).

Table A15.--Standard errors for percentage distribution of public school principals, by highest degree earned, and by state: 1990-91 (table 15)

State	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
50 States and D.C.	0.02	0.00	0.23	0.70	0.52	0.44
Alabama	0.00	0.00	0.00	4.32	4.27	2.22
Alaska	0.00	0.00	2.97	4.95	3.40	2.29
Arizona	--	0.00	3.42	3.57	3.87	2.79
Arkansas	--	0.00	0.00	3.40	3.46	1.71
California	0.00	0.00	1.44	3.40	2.71	2.45
Colorado	0.00	0.00	--	3.66	3.97	2.98
Connecticut	0.00	0.00	0.00	3.38	4.74	3.38
Delaware	0.00	0.00	0.00	6.19	3.74	5.93
District of Columbia	0.00	0.00	0.00	5.87	3.33	5.03
Florida	0.00	0.00	0.00	3.45	2.67	2.18
Georgia	0.00	0.00	0.00	3.84	4.59	2.79
Hawaii	0.00	0.00	4.68	5.58	5.50	3.14
Idaho	0.00	0.00	--	3.69	3.25	2.22
Illinois	0.00	0.00	0.00	4.82	3.92	2.19
Indiana	0.00	0.00	0.00	5.79	4.75	3.35
Iowa	0.00	0.00	0.53	4.13	3.49	2.24
Kansas	0.00	0.00	--	3.04	2.93	2.07
Kentucky	--	0.00	0.00	5.22	5.44	2.08
Louisiana	0.00	0.00	0.00	4.38	4.12	1.66
Maine	0.00	0.00	2.50	4.13	3.86	2.20
Maryland	0.00	0.00	0.00	5.40	4.41	3.55
Massachusetts	0.00	0.00	--	5.46	4.08	4.35
Michigan	0.00	0.00	--	3.85	4.08	1.99
Minnesota	0.00	0.00	--	3.48	3.75	2.18
Mississippi	0.00	0.00	0.00	3.03	3.05	1.31
Missouri	0.00	0.00	--	3.90	3.11	1.98
Montana	0.00	0.00	2.77	3.74	1.92	1.99
Nebraska	0.00	0.00	3.25	5.73	5.42	1.90
Nevada	0.00	0.00	0.00	4.18	2.99	3.39
New Hampshire	0.00	0.00	2.66	5.58	4.80	2.95
New Jersey	0.00	0.00	0.00	4.41	3.95	3.10
New Mexico	0.00	0.00	--	4.02	4.39	1.73
New York	0.00	0.00	0.91	4.62	4.26	3.19
North Carolina	0.00	0.00	1.20	5.15	5.37	1.61
North Dakota	0.00	0.00	4.03	4.08	1.22	1.31
Ohio	0.00	0.00	0.00	3.64	3.12	1.72
Oklahoma	0.00	0.00	1.43	3.37	3.48	1.27
Oregon	0.00	0.00	3.08	4.61	3.59	2.31
Pennsylvania	0.00	0.00	--	3.33	2.86	2.65
Rhode Island	0.00	0.00	0.00	4.08	3.62	3.46
South Carolina	0.00	0.00	0.00	4.52	4.26	1.60
South Dakota	0.00	0.00	0.00	2.58	2.19	1.18
Tennessee	0.00	0.00	--	3.66	3.26	1.82
Texas	0.00	0.00	0.75	3.06	2.62	0.84
Utah	0.00	0.00	2.25	4.04	4.78	3.04
Vermont	0.00	0.00	4.46	6.29	3.94	2.35
Virginia	0.00	0.00	0.00	2.70	2.60	1.91
Washington	0.00	0.00	0.00	3.99	2.85	2.66
West Virginia	0.00	0.00	--	4.28	4.03	1.98
Wisconsin	0.00	0.00	0.00	4.04	3.86	2.01
Wyoming	0.00	0.00	0.00	5.10	4.86	1.64

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table A16.--Standard errors for percentage distribution of private school principals, by highest degree earned, and by private school typology: 1990-91 (table 16)

Private school type	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
All private principals	1.19	0.23	1.13	1.12	0.76	0.60
Catholic	0.00	0.00	1.46	1.88	1.38	0.76
Parochial	0.00	0.00	2.16	2.57	1.76	1.01
Diocesan	0.00	0.00	2.81	3.57	2.57	1.49
Private order	0.00	0.00	2.65	5.44	4.25	2.85
Other religious	2.80	0.47	2.22	1.67	1.01	0.85
Conservative Christian	3.13	0.98	3.75	3.03	1.88	1.74
Affiliated	0.33	0.77	2.98	2.72	1.70	1.19
Unaffiliated	7.58	--	5.10	3.85	1.63	1.46
Non-sectarian	1.58	0.70	2.77	2.54	1.80	1.84
Regular	2.44	--	3.93	4.15	2.08	3.22
Special emphasis	2.89	--	4.72	4.19	3.65	2.84
Special education	0.00	0.00	4.49	7.56	3.80	5.25

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table A17.--Standard errors for percentage of public school principals, with experience in teaching, administrative, or outside positions before becoming principals, by job, and by state: 1990-91 (table 17)

State	As a principal	Other elementary/ secondary administration	Teaching	Other elementary/ secondary experience	Outside elementary/ secondary education
50 States and D.C.	0.24	0.67	0.16	0.53	0.58
Alabama	1.25	4.12	0.78	2.50	2.84
Alaska	3.16	4.14	0.40	3.04	4.03
Arizona	1.45	3.06	1.55	2.74	3.49
Arkansas	2.25	4.68	1.70	1.94	2.91
California	1.82	3.38	0.16	3.00	3.30
Colorado	1.22	4.02	0.00	3.23	2.91
Connecticut	1.62	4.35	0.42	3.73	3.66
Delaware	0.00	5.80	0.00	4.19	4.41
District of Columbia	0.00	7.34	0.00	4.81	5.48
Florida	1.20	3.79	0.89	3.43	2.36
Georgia	1.07	5.60	1.42	2.78	4.01
Hawaii	2.71	4.79	0.00	5.00	4.81
Idaho	1.61	4.81	1.09	2.73	3.70
Illinois	1.90	4.42	0.60	3.35	2.22
Indiana	1.51	3.95	0.00	2.40	3.42
Iowa	1.93	4.75	1.00	4.26	2.90
Kansas	2.44	4.52	0.00	2.04	2.67
Kentucky	2.06	4.61	0.88	3.89	1.95
Louisiana	1.62	3.38	0.86	3.51	3.23
Maine	3.21	4.48	0.00	1.98	4.48
Maryland	1.28	4.08	0.57	3.21	4.00
Massachusetts	0.78	5.10	0.00	2.29	4.95
Michigan	1.52	5.43	0.07	2.77	3.08
Minnesota	1.39	3.85	0.43	1.83	2.87
Mississippi	1.63	3.78	0.43	1.91	2.39
Missouri	1.67	3.43	0.70	1.73	3.01
Montana	2.26	4.98	2.79	3.39	3.80
Nebraska	0.25	5.27	0.64	3.80	3.34
Nevada	4.63	5.23	1.02	3.77	4.48
New Hampshire	2.42	5.11	1.59	2.92	3.91
New Jersey	2.10	4.36	1.19	3.80	2.33
New Mexico	0.85	3.93	0.89	3.04	2.76
New York	1.62	4.79	1.48	3.66	3.13
North Carolina	1.25	4.55	1.21	2.32	3.74
North Dakota	1.88	2.96	2.39	3.19	2.81
Ohio	2.22	4.65	1.01	3.14	3.14
Oklahoma	0.66	3.69	1.47	3.19	1.86
Oregon	1.12	4.80	1.79	4.17	3.36
Pennsylvania	2.38	3.23	0.07	1.97	2.80
Rhode Island	3.24	5.17	0.00	3.59	3.59
South Carolina	1.72	4.74	1.95	3.25	3.43
South Dakota	1.49	3.98	1.74	2.84	3.62
Tennessee	0.48	4.29	1.70	3.12	2.43
Texas	0.97	3.00	0.76	2.23	2.02
Utah	1.60	3.65	1.21	2.59	4.44
Vermont	0.00	4.74	0.00	3.77	4.08
Virginia	1.90	4.28	0.14	3.46	3.68
Washington	1.74	4.67	0.07	3.20	3.69
West Virginia	1.38	4.14	0.00	1.96	3.18
Wisconsin	2.29	3.58	1.51	2.72	2.30
Wyoming	2.42	5.20	0.00	3.99	4.58

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table A18.--Standard errors for percentage of private school principals with experience in teaching, administrative, or outside positions before becoming principals, by job, and by private school typology: 1990–91 (table 18)

Private school type	As a principal	Other elementary/ secondary administration	Teaching	Other elementary/ secondary experience	Outside elementary/ secondary education
All private principals	0.65	1.03	1.06	0.71	1.23
Catholic	0.98	2.02	0.53	1.41	1.60
Parochial	1.43	2.51	0.98	1.53	2.12
Diocesan	2.51	4.22	1.08	2.65	3.39
Private order	2.45	6.03	0.52	3.44	4.29
Other religious	1.16	2.00	2.25	1.30	2.32
Conservative Christian	1.96	3.71	2.68	2.56	4.48
Affiliated	1.50	2.51	2.28	1.95	2.72
Unaffiliated	2.84	4.02	6.96	2.29	5.21
Non–sectarian	1.29	2.51	1.90	1.88	2.54
Regular	2.24	4.10	3.39	3.03	3.84
Special emphasis	2.18	4.42	3.20	2.94	5.43
Special education	1.74	5.80	3.20	4.06	7.32

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Administrator Questionnaire).

Table A19.--Standard errors for average annual salary of public school principals, by length of work year, and by state: 1990-91 (table 19)

State	Months			
	Total	Ten or fewer	Eleven	Twelve
50 States and D.C.	$123.6	$280.5	$202.0	$194.8
Alabama	377.6	--	--	458.3
Alaska	666.0	721.4	--	--
Arizona	1,002.1	2,133.8	1,339.1	1,406.3
Arkansas	502.6	--	1,090.9	389.7
California	657.2	2,286.6	937.1	963.0
Colorado	499.2	780.5	1,309.3	2,074.3
Connecticut	667.1	--	--	827.3
Delaware	499.3	--	--	499.3
District of Columbia	1,009.4	--	--	1,009.4
Florida	470.5	--	--	465.0
Georgia	607.9	--	1,107.2	813.4
Hawaii	640.4	684.3	--	--
Idaho	461.3	435.9	973.9	--
Illinois	602.9	1,567.6	119.5	1,173.3
Indiana	466.7	953.6	620.4	1,087.7
Iowa	528.9	1,404.0	964.9	1,079.0
Kansas	376.3	552.8	857.5	--
Kentucky	568.6	--	--	726.2
Louisiana	477.8	806.0	964.8	653.0
Maine	721.9	1,639.2	997.3	710.3
Maryland	641.7	--	--	596.6
Massachusetts	573.0	--	1,168.5	859.4
Michigan	658.5	1,375.0	924.3	1,092.9
Minnesota	760.1	1,347.1	1,317.6	874.5
Mississippi	318.2	--	609.1	343.9
Missouri	488.0	1,294.1	1,098.1	2,070.1
Montana	796.5	1,195.3	1,366.5	1,009.7
Nebraska	1,186.3	1,662.6	1,495.5	2,600.0
Nevada	798.9	--	899.3	2,319.1
New Hampshire	600.8	--	--	686.7
New Jersey	668.6	--	--	814.5
New Mexico	434.6	560.0	717.5	--
New York	885.6	1,633.5	2,271.5	1,150.2
North Carolina	671.8	--	--	654.7
North Dakota	674.5	682.9	--	1,619.6
Ohio	548.7	1,109.4	947.5	1,634.1
Oklahoma	426.8	987.6	521.0	801.5
Oregon	879.9	--	597.9	1,745.3
Pennsylvania	601.7	--	--	666.8
Rhode Island	616.9	--	--	535.2
South Carolina	401.2	--	591.9	500.5
South Dakota	359.9	531.8	825.8	--
Tennessee	558.6	--	994.8	636.6
Texas	299.7	--	376.3	511.9
Utah	379.1	--	429.2	698.5
Vermont	1,000.8	--	--	822.8
Virginia	530.5	--	--	491.4
Washington	497.2	1,030.3	624.7	851.1
West Virginia	436.0	--	525.1	633.3
Wisconsin	505.7	1,172.0	1,060.6	736.4
Wyoming	445.5	506.9	934.8	--

--Too few sample cases for a reliable estimate.

SOURCE: United State Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator Questionnaire).

Table A20. – –Standard errors for average annual salary of private school principals, by length of work year, and by private school typology: 1990–91 (table 20)

Private school type	Total	Months		
		Ten or fewer	Eleven	Twelve
All private principals	$289.9	$769.2	$952.3	$436.5
Catholic	451.6	891.2	1,136.7	607.2
Parochial	629.8	980.7	1,273.0	857.7
Diocesan	878.8	– –	1,916.6	1,141.6
Private order	1,607.5	– –	– –	1,791.2
Other religious	479.8	1,178.1	1,664.3	559.6
Conservative Christian	753.6	1,660.6	– –	892.9
Affiliated	667.4	911.2	2,263.5	850.2
Unaffiliated	1,523.2	2,218.1	– –	1,952.9
Non–sectarian	1,374.7	1,873.4	5,037.4	1,610.8
Regular	1,807.3	– –	– –	1,998.0
Special emphasis	2,384.7	– –	– –	2,796.0
Special education	1,797.7	– –	– –	1,508.6

– –Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990–91 (Administrator Questionnaire).

Table A21.--Standard errors for percentage distribution of public school teachers, by highest degree earned, and by state: 1990-91 (table 21)

State	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
50 States and D.C.	0.04	0.02	0.31	0.34	0.20	0.07
Alabama	0.18	0.25	1.86	2.04	1.02	0.18
Alaska	0.19	0.00	1.88	1.92	0.59	--
Arizona	0.10	--	1.86	1.89	0.59	0.43
Arkansas	0.19	0.00	1.77	1.80	0.53	--
California	0.09	0.16	1.68	1.62	0.96	0.33
Colorado	0.06	--	2.02	2.05	0.61	0.18
Connecticut	0.18	0.00	1.34	1.99	1.76	0.36
Delaware	--	--	2.95	3.24	0.99	0.65
District of Columbia	0.00	0.00	3.36	2.99	1.59	0.93
Florida	0.24	0.12	1.50	1.32	0.50	0.24
Georgia	0.15	0.28	2.22	2.15	0.89	0.47
Hawaii	0.81	--	2.22	1.72	1.51	--
Idaho	0.11	--	1.50	1.33	0.52	0.24
Illinois	0.07	--	2.20	2.06	0.74	0.54
Indiana	0.12	0.17	1.35	1.55	0.61	0.10
Iowa	--	--	2.22	2.41	0.52	0.00
Kansas	0.00	0.00	2.14	2.06	0.72	0.14
Kentucky	0.14	--	1.72	2.03	2.05	0.14
Louisiana	0.16	0.26	2.14	2.43	0.84	0.23
Maine	0.37	--	2.20	1.81	0.45	0.35
Maryland	0.28	--	2.51	2.65	1.15	0.22
Massachusetts	0.70	0.17	2.19	2.13	0.86	0.37
Michigan	0.00	--	2.10	2.18	0.62	0.34
Minnesota	0.06	--	2.76	2.45	0.78	0.11
Mississippi	0.22	0.15	2.12	2.22	0.79	0.32
Missouri	0.25	0.05	2.10	2.07	0.55	0.26
Montana	0.00	0.00	2.43	2.31	0.50	0.10
Nebraska	--	0.00	1.87	1.89	0.53	0.13
Nevada	0.35	0.00	2.46	2.14	0.82	0.32
New Hampshire	--	--	2.54	2.51	0.45	--
New Jersey	0.24	0.08	2.19	1.93	0.88	0.55
New Mexico	--	0.00	2.28	2.34	0.84	0.26
New York	0.05	0.00	1.55	1.99	1.38	0.39
North Carolina	0.15	0.19	1.86	1.67	0.49	0.15
North Dakota	--	0.09	1.93	1.84	0.24	0.21
Ohio	0.24	0.13	1.60	1.81	0.51	0.18
Oklahoma	0.07	--	2.29	2.32	0.48	0.12
Oregon	0.25	--	2.31	2.42	0.72	0.36
Pennsylvania	0.13	0.09	1.54	1.58	0.52	0.26
Rhode Island	0.00	--	3.17	3.21	1.14	--
South Carolina	0.22	0.17	2.17	2.11	0.76	0.17
South Dakota	--	0.00	1.58	1.45	0.42	0.16
Tennessee	0.25	0.14	2.34	2.37	1.09	0.31
Texas	0.21	0.06	1.22	1.15	0.43	0.18
Utah	0.31	0.11	1.52	1.31	0.60	0.20
Vermont	--	--	2.08	2.04	0.61	--
Virginia	0.30	--	2.37	2.22	0.48	0.19
Washington	0.27	0.15	2.44	2.44	0.56	0.28
West Virginia	0.30	--	2.42	2.41	0.78	0.18
Wisconsin	--	0.00	2.68	2.49	0.88	--
Wyoming	0.26	--	1.83	1.90	0.56	0.32

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table A22.--Standard errors for percentage distribution of private school teachers, by highest degree earned, and by private school typology: 1990-91 (table 22)

Private school type	No degree	Associate's degree	Bachelor's degree	Master's degree	Education specialist degree	Doctorate/ 1st prof.
All private teachers	0.43	0.16	0.90	0.71	0.24	0.22
Catholic	0.30	0.21	1.07	1.08	0.36	0.27
Parochial	0.37	0.28	1.53	1.54	0.41	0.32
Diocesan	0.77	0.50	2.36	2.10	0.62	0.46
Private order	0.27	--	3.04	3.08	1.31	0.73
Other religious	1.09	0.27	1.48	1.03	0.33	0.24
Conservative Christian	2.87	0.68	2.82	1.74	0.56	--
Affiliated	0.82	0.35	1.89	1.74	0.46	0.39
Unaffiliated	2.97	0.29	3.25	3.45	1.16	0.86
Non-sectarian	0.51	0.46	2.13	1.99	0.80	0.76
Regular	0.45	0.56	2.76	2.36	0.76	1.01
Special emphasis	2.07	0.66	3.66	2.48	1.74	1.57
Special education	0.00	--	5.17	5.51	3.13	0.81

-- Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table A23.--Standard errors for percentage distribution of public school teachers, by years of full-time teaching experience, and by state: 1990-91 (table 23)

State	Years of full-time teaching experience			
	Less than 3	3 to 9	10 to 20	Over 20
50 States and D.C.	0.21	0.33	0.35	0.31
Alabama	1.10	1.57	1.93	1.48
Alaska	1.62	1.84	1.78	1.65
Arizona	1.20	1.82	2.04	1.29
Arkansas	0.99	2.25	2.03	1.51
California	1.13	1.33	1.38	1.50
Colorado	1.14	1.91	2.28	1.96
Connecticut	0.82	2.28	2.18	2.18
Delaware	1.46	2.54	2.99	3.09
District of Columbia	1.81	3.60	3.01	4.56
Florida	1.13	1.44	2.05	1.76
Georgia	1.20	1.72	1.70	1.24
Hawaii	1.69	1.75	2.21	2.41
Idaho	0.89	1.60	1.80	1.58
Illinois	1.39	1.53	2.51	1.70
Indiana	0.88	1.68	1.65	2.04
Iowa	1.02	1.24	1.74	1.75
Kansas	1.14	1.89	2.17	1.94
Kentucky	1.35	1.35	2.10	1.95
Louisiana	1.01	1.64	2.12	1.71
Maine	1.35	1.91	1.61	1.44
Maryland	1.03	1.94	2.25	2.24
Massachusetts	0.70	1.98	2.34	2.94
Michigan	1.18	1.94	2.07	1.75
Minnesota	1.16	2.18	3.61	2.71
Mississippi	0.86	1.57	2.07	1.32
Missouri	1.31	2.16	2.29	1.79
Montana	1.07	1.78	2.00	1.92
Nebraska	1.00	2.07	1.77	1.44
Nevada	1.27	2.09	2.54	2.12
New Hampshire	1.43	2.36	2.54	2.06
New Jersey	0.86	1.59	1.90	1.83
New Mexico	1.46	1.88	2.10	1.60
New York	0.85	1.93	2.46	2.36
North Carolina	0.95	1.75	1.86	1.61
North Dakota	1.06	1.09	1.54	1.41
Ohio	0.88	1.43	1.96	1.81
Oklahoma	0.96	1.80	1.74	1.35
Oregon	1.29	1.47	1.80	1.65
Pennsylvania	0.93	1.47	1.68	1.54
Rhode Island	1.72	2.03	2.67	2.64
South Carolina	1.58	1.94	2.16	1.81
South Dakota	1.15	2.34	1.67	1.63
Tennessee	0.96	1.75	1.87	2.01
Texas	0.75	1.46	1.19	1.14
Utah	1.05	1.48	1.85	1.45
Vermont	1.27	1.61	2.44	2.44
Virginia	0.92	1.68	1.78	1.51
Washington	1.12	1.56	1.93	1.67
West Virginia	1.15	2.02	2.13	1.34
Wisconsin	0.86	1.69	2.56	2.11
Wyoming	1.10	2.01	2.26	1.67

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table A24.--Standard errors for percentage distribution of private school teachers, by years of full-time teaching experience, and by private school typology: 1990-91 (table 24)

Private school type	Years of full-time teaching experience			
	Less than 3	3 to 9	10 to 20	Over 20
All private teachers	0.85	0.81	0.71	0.52
Catholic	1.11	1.02	1.06	1.00
Parochial	1.39	1.45	1.36	1.15
Diocesan	1.84	1.93	1.97	1.97
Private order	1.79	2.66	2.81	2.76
Other religious	1.45	1.48	1.41	0.58
Conservative Christian	2.04	2.85	2.74	0.50
Affiliated	2.06	1.56	1.45	0.80
Unaffiliated	2.94	2.87	3.57	1.50
Non-sectarian	1.83	2.29	1.34	1.23
Regular	1.90	2.53	2.05	1.85
Special emphasis	3.30	3.44	3.11	1.38
Special education	4.94	6.45	3.40	1.88

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table A25.--Standard errors for average total earned income, base salary, and salary supplements for full-time public school teachers, by state: 1990-91 (table 25)

State	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
50 States and D.C.	$98.5	$97.2	14,292.8	$31.7	8,293.0	$33.4
Alabama	174.2	130.2	661.3	163.8	532.0	213.5
Alaska	387.2	380.4	235.3	231.8	80.1	528.6
Arizona	311.0	256.1	764.3	170.3	544.2	137.0
Arkansas	191.9	186.2	500.6	205.2	368.2	117.6
California	369.4	367.1	5,745.0	119.1	4,644.1	91.2
Colorado	490.3	414.1	916.5	243.1	358.6	233.3
Connecticut	496.2	438.8	785.9	160.4	516.2	234.8
Delaware	637.6	539.8	277.8	171.1	178.6	357.3
District of Columbia	782.6	744.1	182.0	260.5	154.0	204.5
Florida	486.4	346.9	2,748.6	133.9	2,222.5	123.4
Georgia	323.3	255.2	1,026.3	256.3	638.1	205.7
Hawaii	419.9	333.7	165.0	455.0	213.2	86.8
Idaho	314.8	223.5	300.9	83.0	139.0	242.4
Illinois	490.2	456.0	3,585.5	153.9	2,620.5	106.2
Indiana	358.2	278.2	1,283.8	112.2	1,276.1	103.6
Iowa	310.5	304.9	1,006.7	215.6	651.1	160.0
Kansas	347.4	191.0	849.3	105.9	498.9	204.5
Kentucky	308.0	262.8	1,060.2	153.7	450.0	190.8
Louisiana	225.1	198.2	687.4	150.9	508.8	237.1
Maine	365.9	221.9	476.0	133.3	209.6	170.6
Maryland	369.4	362.4	1,149.9	105.0	848.7	204.7
Massachusetts	396.6	384.5	1,346.1	270.5	854.7	133.5
Michigan	581.5	459.6	2,214.8	161.7	1,018.0	627.2
Minnesota	601.1	552.3	1,238.8	197.9	826.9	188.4
Mississippi	156.6	135.2	311.3	326.8	259.6	174.4
Missouri	541.3	502.6	1,839.8	132.6	938.3	153.8
Montana	354.0	303.9	374.0	124.4	279.0	420.6
Nebraska	368.4	305.7	671.6	258.5	300.7	245.2
Nevada	525.0	422.8	268.9	347.0	165.3	544.1
New Hampshire	571.1	435.6	349.8	132.6	161.0	247.4
New Jersey	448.0	425.6	2,465.0	201.9	1,573.3	222.9
New Mexico	221.4	188.6	424.1	102.3	245.3	142.3
New York	586.5	604.4	4,698.2	137.1	2,562.0	120.6
North Carolina	280.2	202.2	1,410.5	239.7	1,075.4	166.8
North Dakota	279.3	251.3	241.4	99.8	112.1	259.3
Ohio	345.7	343.2	2,402.4	134.2	1,138.0	159.7
Oklahoma	236.2	191.1	1,003.5	175.0	562.5	345.6
Oregon	412.3	303.9	700.0	158.9	325.1	120.6
Pennsylvania	377.8	354.9	2,542.8	100.4	1,592.1	163.2
Rhode Island	455.4	406.2	343.6	259.5	--	--
South Carolina	228.0	204.8	628.9	141.9	529.8	173.4
South Dakota	268.0	226.5	280.6	90.8	116.8	284.0
Tennessee	295.2	260.3	820.3	366.5	706.4	163.7
Texas	188.9	144.5	3,206.3	79.9	2,495.3	133.1
Utah	293.0	188.0	620.3	101.7	307.4	174.0
Vermont	380.1	311.7	159.6	328.7	89.0	210.0
Virginia	404.0	364.4	1,637.2	115.2	1,195.5	92.0
Washington	361.4	325.0	1,613.8	165.4	545.3	469.4
West Virginia	157.5	155.0	557.3	123.9	305.2	167.9
Wisconsin	396.0	357.2	1,640.4	116.6	1,320.7	159.0
Wyoming	372.6	352.8	329.8	191.4	145.9	317.4

--Too few sample cases for a reliable estimate.

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

Table A26.--Standard errors for average total earned income, base salary, and salary supplements for full-time private school teachers, by private school typology: 1990-91 (table 26)

Private school type	Total earned income	Base salary	Number of teachers with supplemental contracts for school year	School year supplementary salary	Number of teachers with school supplemental contracts during summer	School supplementary salary during summer
All private teachers	$220.0	$178.6	2,643.6	$83.6	3,013.7	$98.2
Catholic	263.5	235.6	1,498.3	99.9	1,334.1	149.5
Parochial	237.5	213.3	737.8	203.5	844.1	177.6
Diocesan	489.5	441.3	948.6	124.5	671.3	357.7
Private order	636.1	576.4	857.2	195.4	650.9	172.2
Other religious	284.8	238.9	1,454.8	190.4	1,284.1	129.4
Conservative Christian	365.0	302.4	898.2	411.3	986.1	190.9
Affiliated	461.6	425.8	986.3	341.1	545.0	138.5
Unaffiliated	837.4	731.1	760.9	307.6	602.3	347.3
Non-sectarian	600.5	542.1	1,312.8	193.0	1,775.1	203.9
Regular	784.5	738.3	1,194.5	120.3	1,158.3	325.1
Special emphasis	785.5	632.5	650.4	706.5	652.1	202.3
Special education	970.7	681.8	326.8	469.9	724.2	322.8

SOURCE: United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Teacher Questionnaire).

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